

MENTORING: ITS EFFECT ON BLACK OFFICERS' CAREER
PROGRESSION WITHIN THE US ARMY

A thesis presented to the Faculty of the U.S. Army
Command and General Staff College in partial
fulfillment of the requirements for the
degree

MASTER OF MILITARY ART AND SCIENCE

by

E. JAMES MASON, MAJ, USA
B.A., Knox College, 1975
M.S., Troy State University, 1988

Fort Leavenworth, Kansas
1989

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ABSTRACT

MENTORING: ITS EFFECT ON BLACK OFFICERS' CAREER
PROGRESSION WITHIN THE US ARMY: An Analysis of
Black Senior Army Officers' Perceptions of
Mentoring, by Major E. James Mason, USA, 151
pages.

This study addresses the mentoring experiences of black and white senior Army officers. Principally, this study investigated the nature of black senior officers' mentoring experiences and the perceived effect of those experiences on their career progression. It also examined the number of both groups' mentoring experiences and their perceptions of the role of mentors to ascertain the prevailing thought among the population. The research hypothesis of the study is that there is no correlation between mentoring and black officers' career progression within the US Army. The study uses statistical tests to analyze black and white senior officers' responses to the 'Senior Officers' Perceptions of Mentoring Survey,' and to determine if there were significant differences in their perceptions of mentoring.

The study concludes that the research hypothesis is invalid. Black senior Army officers perceive that mentoring helps black officers' career progression within the US Army, and that mentoring is an important factor in their present career success. Also, 59% of the black senior officers surveyed reported having been involved in a mentoring relationship. Further, most of them first received mentor interest prior to their 11th year of service.

Moreover, 58% of the senior Army officers reported having been involved in a mentoring relationship. Their attitudes towards mentoring were positive, and they reported that mentoring was an important career development tool that added to junior officers' job satisfaction and success in the organization.

The study also concludes that senior officers perceive that mentors should definitely assume the roles of role model, counselor, and teacher.

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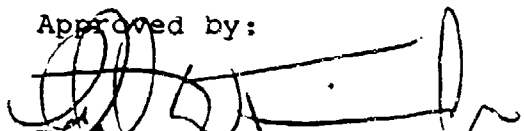
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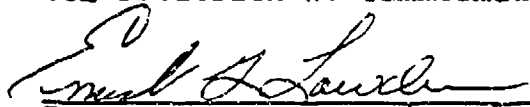
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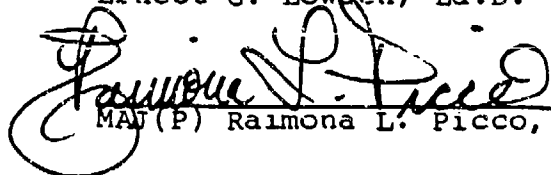
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Approved by:


COL Frederick W. Timmerman, Jr., Ph.D., Thesis Committee Chairman


Ernest G. Lowden, Ed.D., Member, Graduate Faculty


MAJ(P) Raimona L. Picco, M.A., Member, Graduate Faculty

Accepted this 2nd day of June 1989 by:


Philip J. Brookes, Ph.D., Director, Graduate Degree Programs

The opinions and conclusions expressed herein are those of the student author and do not necessarily represent the views of the U.S. Army Command and General Staff College or any other governmental agency. (References to this study should include the foregoing statement.)

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This study addresses the mentoring experiences of black and white senior Army officers. Principally, this study investigated the nature of black senior officers' mentoring experiences and the perceived effect of those experiences on their career progression. It also examined the number of both groups' mentoring experiences and their perceptions of the role of mentors to ascertain the prevailing thought among the population. The research hypothesis of the study is that there is no correlation between mentoring and black officers' career progression within the US Army. The study uses statistical tests to analyze black and white senior officers' responses to the "Senior Officers' Perceptions of Mentoring Survey," and to determine if there were significant differences in their perceptions of mentoring.

The study concludes that the research hypothesis is invalid. Black senior Army officers perceive that mentoring helps black officers' career progression within the US Army, and that mentoring is an important factor in their present career success. Also, 59% of the black senior officers surveyed reported having been involved in a mentoring relationship. Further, most of them first received mentor interest prior to their 11th year of service.

Moreover, 58% of the senior Army officers reported having been involved in a mentoring relationship. Their attitudes towards mentoring were positive, and they reported that mentoring was an important career development tool that added to junior officers' job satisfaction and success in the organization.

The study also concludes that senior officers perceive that mentors should definitely assume the roles of role model, counselor, and teacher.

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CHAPTER 1

INTRODUCTION

A review of history shows that progress and promotions of black officers to the senior ranks of the United States Army leadership have been slow. Professor Charles C. Moskos, Ph.D, a military sociologist at Northwestern University in Chicago, clearly makes the point in the following statement:

"Although the rise among black officers has not been sharp, the increased black representation in the Army officer corps is impressive." (USAGSC Field Circular 21-451 1-9)

In the late 1970's, Clifford L. Alexander, Jr., the first black Secretary of the Army, promoted five black colonels to the rank of brigadier general, the highest one-time total in American history (Dabbs 37). Since that time, black officers' climb to senior-level leadership positions and rank have continued progressively into the 1980's.

As the Army moves into the 21st Century, the challenges confronting its leaders will be increasingly numerous and diverse. This is evident in the Army's warfighting doctrine. Field Manual 100-5, Operations, outlines the Army's Airland Battle doctrine: "the most

essential element of combat power is competent and confident leadership" (FM 100-5 13). Therefore, the development of capable and confident leaders is the Army's number one priority. Hence, to find ways to improve leadership development and to enhance the professional development of US Army officers, the Army conducted the Professional Development of Officers Study (PDOS), from 1984 through 1985.

One of the many issues addressed in the study was mentoring. Mentoring is defined in the study as: a style of leadership closely resembling coaching. It is characterized by open communication, role-modeling values, effective use of counseling, and sharing of the leader's frame of reference with his junior officers (Bagnal's Memo 1). Even though the primary authors of the study promoted the new definition, they later recognized the significance of the old meaning in a 1985 Military Review article entitled, "Leaders as Mentors." Lieutenant General Charles W. Bagnal and authors write that mentors:

"... may have a profound effect on the careers of their proteges when they intervene to ensure that their proteges obtain desirable assignments. However, such a sponsorship role is not a desirable aspect of Army mentorship because it results in perceptions of favoritism, elitism and promotion by riding the coattails of influential senior officers. This type of mentorship cannot be condoned in the Army."
(Jolemore 7; Bagnal and others 16)

Because of the authors' position and the findings of the PDOS, the Army essentially redefined the term mentor. In the Army context, a mentor is a leader who uses a mentorship style in developing subordinates (Krysa 16). For the purposes of this study, however, the US Army's definition of mentoring was not used. Rather, the researcher used the following historical and traditional definition: mentoring is an informal relationship in which a person of greater rank and expertise teaches, counsels, guides, develops and takes a personal interest in the professional career of a younger adult (Alleman 45). Emphasizing this point further, Professor David M. Hunt of California State University states:

"Mentoring is historically and traditionally an "informal process" that links senior and junior members of professions and /or organizations together. Mentors pass on (teach) skills, awake proteges politically, guide, counsel, cajole, or even reprimand them, while at the same time hoping to bask in the successes of those of their proteges who succeed." (Hunt 9)

Because of the informal and parental nature of mentoring, the mentor-protege relationship is more than mere supervisor-subordinate counseling and teaching (Ilgen & Youtz 16). As Major L. M. Ewing explains in a 1986 Army magazine article, mentoring is a more ambiguous concept than leadership. It means more than leadership, counseling or teaching in a senior-subordinate relationship, although the Army has chosen to define it

only in those terms. The only valid assertion about the way mentoring is being used within the military community is that it is a relationship (Ewing 20).

Also, unlike what the PDOS suggests, the mentor-protége relationship cannot be legislated, (i. e., officers cannot be assigned a protégé), because the relationship is of an intense and emotional nature (Shapiro, et al. 51-58). The choice of a protégé is personal; a mentor may consider many variables. Thus, social class, gender, and race are potential discriminators in the selection process (Ilgen & Youtz 20).

Because of the interpersonal nature of mentoring-type relationships, and their potential importance in the careers of Army officers, the researcher found the phenomenon of mentoring worthy of further research and study.

Research Question

The purpose of this research was to answer the question: Were the effects of mentoring relationships an important factor in the careers of black senior officers (lieutenant colonels [promotable] and above)?

Research Hypothesis

The research hypothesis was stated as a null hypothesis to statistically test the statement. The null hypothesis is:

There is no correlation between mentoring and black officers' progression to senior rank and positions within the US Army.

In addition to the central research question, the study also sought to answer four subordinate questions:

1. How are mentoring relationships viewed by senior-level officers?
2. Are black senior officers' perceptions of mentoring relationships different from the perceptions of white officers?
3. Do black senior officers report the same number of mentoring relationships as white officers?
4. Do black senior officers perceive the same amount of career benefit from mentoring relationships as white officers?

Background

The establishing of mentoring-type relationships is a time-honored procedure for professional and social development (Stewart and Hicks 10). The Dictionary of

Occupational Titles ranks mentoring as the highest and most complex level of functioning in the people-related hierarchy of skills (Alleman 74).

The term Mentor comes from Greek mythology. It first appeared in Homer's Odyssey. During Odysseus' 10-year absence, he entrusted the care and education of his son Telemachus to Mentor, his trusted friend and wise counselor. Mentor's responsibilities were widely encompassing. The "old man" was responsible not only for Telemachus' professional development, but also his spiritual awareness.

The comprehensive influence of Mentor was an integral part of what came to be known as mentoring in the medieval trade guilds. Guild masters were not only responsible for the professional skills of their proteges, but also for their social, personal, and religious habits (Clawson (1985) 36).

Mentoring has historically been a useful ingredient in the careers of professionals, and most evidence shows that mentors can be extremely important to officers' success in the Army. United States military history is replete with examples of mentoring. Captain Harold E. Raugh Jr, in a June 1987 ARMY magazine article, describes one such relationship:

"History offers many examples of military mentorship, but none has been as successful and effective as that involving two U.S. Army officers, John J. Pershing and George C. Marshall."

The "special" relationship between the World War I leader and the future World War II Chief of Staff of the Army is a perfect example of mentorship. Each of these officers reached the pinnacle of his profession, serving as Chief of Staff of the Army. Further, both bore the mantle of responsibility in planning and organizing the eventual success of the United States Army in World Wars (Raugh 52).

While this example, and many more from US military history, does not prove that having a mentor is necessary to reach the top in the Army, it suggests that it is important (Jolemore 8). Major General Kenneth A. Jolemore in a 1986 Military Review article entitled, "The Mentor: More Than a Teacher, More Than a Coach," states:

"The traditional mentor system has identified big winners early (there are few who will qualify) and allowed them to train early for the highest responsibilities."
(Jolemore 16)

The Army supports this view and has taken steps to capitalize on the "more positive" aspects of the phenomenon of mentorship. Thus, the "mentor-based strategy" was conceptualized to incorporate elements of mentoring in the US Army's leader-development process.

Today, the term mentor invokes the image of a seasoned "organizational" executive who uses years of experience, and the benefits of organizational position, to train and guide younger individuals ahead in their careers. This phenomenon is drawing increasingly more attention with each passing day because of the increased pressure that has been placed on leaders and managers to improve subordinates' performance. Thus, mentoring has been recognized by the military and business communities as a method of improving subordinates' professional performance and preparing selected individuals for positions of increased responsibilities.

In 1977, Gerald R. Roche conducted a study which surveyed 3,976 successful executives. He found that nearly two-thirds of the executives had a mentor, and one-third of them have two or more mentors (Roche 14). Jewel Food Company's president, Donald S. Perkins states:

"I don't know that anyone has ever succeeded in any business without having some unselfish sponsorship or mentorship; whatever it might have been called. Everyone who succeeds has had a mentor or mentors." (Collins and Scott 100)

Definition of Terms

The definitions of the following terms apply to this study.

Below-the-zone refers to the zone of consideration that is established to provide the Army an opportunity to

more quickly promote those exceptionally talented officers who possess clearly outstanding potential. Accelerated promotion provides an incentive for all officers to strive for excellence and identifies those whose accomplishments, demonstrated capacity for leadership and marked potential for senior positions warrant promotion ahead of their contemporaries...(Marsh 2).

Historically Black College (HBC) refers to those universities and colleges that were established specifically for black citizens of the United States, mainly during the period of segregated education. These institutions still train larger numbers of black professionals than the nation's other institutions of higher education (United States) (Knowles 464a).

Mentor refers to a loyal, trusted advisor and teacher, usually older and more experienced than the individual (protege) under the mentor's tutelage, who takes a personal interest in the protege's career and provides help and guidance to the protege (Stewart and Hicks 10).

Mentoring is an informal relationship in which a person of greater rank and expertise teaches, counsels, guides, develops and takes a personal interest in the professional career of a younger adult (Alleman 45).

Mid-level officers are Army officers within the ranks of major and lieutenant colonel.

Protege refers to a person under the patronage or care of someone influential who can further his\her career (The Random House College Dictionary 1963).

Senior-level officers are Army officers within the ranks of lieutenant colonel (promotable) and above.

Significance of the Study

Mentoring has recently become the center of attention in both military and civilian communities. It has been recognized to be an important informal relationship in the personal and professional development of adults. Researchers have attributed various career benefits to mentoring-type relationships. Those perceived benefits include: 1) higher pay, rapid promotions, and opportunities to occupy more leadership positions in the organization; 2) more knowledge of the business, organization, and customers' buying habits; 3) higher productivity and performance levels; and 4) improved developmental programs for organizational leaders (Alleman 76).

Although there were many studies concerning the aforementioned topics, none were found that specifically addressed the mentoring experiences of Army officers. Therefore, this study was conducted to examine the nature

of black and white senior Army officers' mentoring experiences. Explicitly, it explores black senior officers' perceptions of the effect of mentoring on their career progression in the United States Army.

Hence, this study provides information that may prove useful to leaders and managers in both the military and civilian communities. It will expand existing knowledge on the subject of mentoring, particularly as it applies to black senior leaders.

Scope and Limitations

Scope

As stated earlier, this study sought to answer four subordinate questions as a means of accepting or rejecting the null hypothesis. Therefore, this study concentrated on answering the following four questions:

1. How are mentoring relationships viewed by senior-level officers?
2. Are black senior officers' perceptions of mentoring relationships different from the perceptions of white officers?
3. Do black senior officers report the same number of mentoring relationships as white officers?
4. Do black senior officers perceive the same amount of career benefit from mentoring relationships as white officers?

Assumptions

A review of literature (Chapter 2) supports the following three assumptions concerning the phenomenon of mentoring.

Assumption #1:

Mentoring relationships are perceived to be beneficial to the career of an officer.

Assumption #2:

The Army's definition of mentoring is perceived to be less than what the term traditionally suggests.

Assumption #3:

There is a perception that mentors are expected to influence the careers of their proteges.

Limitations

Since the survey method was chosen to gather information of current perceptions of senior Army officers, time was a major limitation. The researcher had approximately eight months to complete this study. Consequently, the sample selected for participation was restricted to those officers assigned within the Continental United States (CONUS). This restriction was necessary to reduce the mailing time required in sending and receiving the surveys. The restriction also provided sufficient time to sort and analyze the responses.

Delimitations

This study is not a statistical comparison of black and white senior Army officers. Therefore, the two sample groups are not an equal representation of the two populations. Neither does this study compare and/or contrast males' and females' perceptions of mentoring-type relationships.

Organization of the Study

Chapter 1 is a general description of the study. Included in this chapter are the introduction, research question, research hypothesis, and background. Also in Chapter 1 are the purpose of the study, definition of terms, scope and limitations, and organization of the study.

Chapter 2 is a review of literature relevant to this study. The review of literature provides a historical and theoretical framework for the study. It brings together a broad spectrum of ideas, theories, and opinions concerning "classical" mentoring.

Chapter 3 describes how the survey was conducted. This chapter contains a description of the study, a description of the subjects, a description of the instrument, procedures for collecting the data, and procedures for analyzing the data.

Chapter 4 is the analysis of black and white senior Army officers' responses to the "Senior Officers' Perceptions of Mentoring Survey."

Chapter 5 is composed of the study summary, conclusions, and recommendations based on the findings of the study, and new considerations about leader-development philosophies and programs. Also, areas that require further research and study are presented.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this chapter is to review the literature related to aspects of this study. This review supports researchers' claims that mentoring-type relationships are an important tool in the professional and leadership development of adults. In a 1983 Academy of Management Review article entitled, "Mentorship: A Career Training and Development Tool," David Hunt and Carol Michael reported on the importance of mentoring-type relationships to proteges' career development. The authors concluded that mentoring relationships enhanced career progression within organizations; that most corporate presidents have had mentors who were essential to their success; that mentors have an influence on promotion decisions and that mentors view the relationship as professionally rewarding.

This study surveyed literature to attain relevant information that focused in the following four areas:

1. The roles of the mentor in the relationship.

2. The perceived differences between mentoring relationships and other types of relationships.
3. The effect of race on mentoring relationships.
4. The military research conducted in the area of mentoring to date.

Roles of a Mentor

In examining the roles of a mentor, the researcher discovered that earlier researchers identified many roles. Most are included in psychologist Daniel J. Levinson's book, The Seasons of a Man's Life, or closely resemble those that are. Levinson and authors wrote:

"Mentoring is defined not in terms of formal roles but in terms of the character of the relationship and functions it serves." (p. 98)

Levinson and colleagues reported the roles of a mentor to be as follows:

1. A teacher who enhances the skills and intellectual development of the protege.
2. A sponsor who facilitates entry and advancement of the protege.
3. A guide who acquaints the protege with the values of the organization.
4. An exemplar who serves as a role model.
5. A counselor who gives advice and moral support.

(p. 100; Lindholm 4)

Psychologist Kathy E. Kram of Boston University reports there are two basic types of roles\functions that a mentor performs. The first is career functions which enhance the career development of the protégé. These functions includes sponsorship, exposure, visibility, coaching, protection, and challenging assignments. The second set of functions is psychosocial. These functions enhance the protégé's sense of professional competence, identity, and effectiveness. They include role modeling, acceptance and confirmation, counseling, and friendship. Kram reported that sponsoring was the most frequently observed career function, and role modeling was the most frequently observed psychosocial function (p. 23).

In summary, the review of literature found that most researchers reported similar roles for a mentor. Also, there is a consensus among researchers that one or more mentor may provide the roles\functions throughout a protégé's career. Therefore, the degree to which each role\function is played, if played at all, varies (Klaus 491-492).

Differences Between Mentoring Relationships and Others

The differences between mentoring-type and other relationships provide a source for confusion when one

studies the phenomenon. Jeanne Lindholm of Massachusetts Institute of Technology in a 1982 Technical Report states:

"There is no definitional list of things an individual must do in order to be considered a mentor, and there is no clear understanding of the specific ways in which a mentoring relationship differs from a sponsoring relationship or from a good supervisor-subordinate relationship." (p. 5)

The Lindholm (1982) report is important because it characterizes the major differences between mentoring-type and other relationships. Lindholm's analysis of mentoring relationships concluded that four factors distinguished mentoring relationships from other relationships. She reports that mentoring relationship is one that 1) is status-differentiated, (with the mentor in the higher status position), 2) exerts a positive influence on the lower's career, 3) is considered "special" by the upper, and 4) involves high personal attraction for the lower on the part of the upper (p. 5).

Lindholm concludes that the differences between mentor relationships and other types of relationships are subtle; however, the personal and career-focused rewards of a mentor relationship make it significantly different from other kinds of relationships. She further adds,

mentors are expected to influence the careers of their proteges, a finding which supports the claims of other researchers in the area of mentoring (p. 6).

Mentor-type Relationships and Race

There was only one study found that discussed or compared the mentoring experiences of black and white proteges. The study, "Impact of Race on Mentoring Relationships," was conducted in 1985 by Elizabeth Alleman, a psychologist and management consultant.

The study investigated the effect of race on mentoring-type relationships. It compared mentoring experiences of black and white proteges; and black proteges with black and white mentors. The black sample consisted of black professionals attending the 1985 national convention of the National Urban League. Word of mouth solicitation among attendees garnered 68 subjects for the study. Of the 68 participants, 23 reported on a nonmentoring superior-subordinate relationship, 26 reported on a relationship with a black mentor, 17 reported on a relationship with a white mentor, and 2 were unusable (p. 76).

An earlier study (Alleman et al., 1984) of white mentor and nonmentor relationships provided the comparison data. The sample population of this study consisted of subjects solicited from evening MBA classes

and business and professional associations. Of the 50 subjects in the sample, 21 were nonmentor relationships reports and 29 were reports on a mentoring relationships (Alleman et al., 1984).

Alleman's study found that mentoring experiences of black proteges were similar to those of white proteges. She also concluded that the nature of the relationship and perceived career benefit did not vary overall with the race of either mentor or protege, and those variations that exist did not consistently favor one race. Those behaviors that favor white proteges reflect off the job, social associations and may reflect reality and the norms of society more than the relationship between individuals (p. 79). On the other hand, black proteges reported greater career benefit from mentoring relationships than white proteges (Alleman 74).

Military Studies

The military has conducted four studies in the area of mentoring and its effect on officer career development. Three of the studies were conducted by Air Force officers and the other by the US Army. The Air Force studies were Master's theses completed at the Air Force Institute of Technology.

Captain Michael E. Uecker conducted the first study, Mentoring and Leadership Development in the Officer Corps of the USAF in 1984. This study surveyed a sampling of Air Force officers to determine the prevalence of mentoring among high potential officers and the effects of mentoring on them (p. v). The participants of the study were students attending the USAF Air Command and Staff College (ACSC) and the USAF Air War College (AWC).

Uecker reported that approximately half of the respondents had experienced a mentoring relationship and those who had mentors were, on average, slightly better educated than their unmentored counterparts. He also found that officers with mentors were more likely to be promoted ahead of contemporaries, extremely satisfied with their career progression, and more satisfied with their jobs (p. 50).

Uecker concludes that mentoring appears to be an informal leadership development tool which is prevalent to the same degree in every major command. Also, the most important roles played by the mentor, as perceived by the protege, were those of role model and teacher. Unfortunately, those respondents who reported not having a mentor perceived the relationship as a method of getting ahead with the help of a sponsor or protector (p. 36-50).

The second study, entitled Air Force Mentoring: The Mentor's Perspective, by Captain Francis Lewandowski, researched mentoring from the mentor's perspective. Lewandowski's study found that nearly two-thirds of those surveyed (112 Air War College designees) reported having had a mentoring-type relationship at some point in their career (p. v). This study reported a different finding than what Uecker reported with regard to mentored officers and faster promotions. It found that mentored officers were not more likely to be promoted ahead of unmentored counterparts (p. v).

Lewandowski concluded that protege's reported that their mentors had a profound effect on their careers. He also found that the most important roles played were a bit different, in that role modeling and sponsoring were key from the protege's perspective. However, just as Uecker, Lewandowski found that those without a mentor perceived the phenomenon to be negative (p. 38-45).

The third study, entitled Air Force Mentoring: The Potential Protege's Perspective, by Captain Jeffry A. Gouge, surveyed the potential protege's perceptions of mentoring. Gouge's sample consisted of officers (potential proteges) attending the Aircraft Maintenance Course (AMC) at Chanute AFB, Illinois. This study included discussions on the participants' expectations

for gaining a mentor, perceived roles and functions of a mentor, expected outcomes of the process, and various demographic factors relevant to the process (p. vi).

An analysis of the data revealed a substantial interest in mentoring relationships and highlighted the positive expectations of the phenomenon. Also, participants perceived their abilities to complete assignments, lead, and motivate to be more important in career success, than having a mentor (Gouge 63).

Gouge concludes that if a person entered the Air Force officer corps having had previous experience with mentors, the individual would seek a mentor again. Gouge states:

"The potential protege sees the mentor as a role model and guide to help him learn the ropes but realizes that to achieve a successful career he must be a competent leader. Neither gender nor commissioning source appears to be of importance in selection of the mentor. The potential protege expects the mentor to share his knowledge of people and things and to possess integrity. In return, he anticipates helping his mentor achieve job satisfaction." (Gouge 66)

The fourth study, entitled The Professional Development of Officers Study (PDOS) was an Army Chief of Staff directed study. Under the directorship of Lieutenant General Charles W. Bagnal, the study group was tasked to look at the entire Army and to make recommendations for officer professional development out

to year 2025. The PDOS was reviewed extensively. It was the only detailed Army study found that addressed a form of mentoring as a tool for improving the leadership and professional development of officers. The PDOS presents an innovative and comprehensive formal mentoring concept. In contrast, this study discusses mentoring as an informal relationship.

Nonetheless, the researcher's review found that all aspects of officer professional development were examined by the study. The PDOS includes a review of officer professional development not only through education and training, but also through socialization within the Army (PDOS, [Vol I] 2). This study collected data from over 14,000 officers, including more than half of the serving general officers. As a result of the many and varied findings, the "professional development framework" was designed. It depicts professional development which occurs throughout an officer's career in both peace and war (PDOS, [Vol I] 52).

Mentoring was one of the many issues that was addressed in the study. Eighty-eight percent of those surveyed agreed that the officer should first be a mentor and a role model and that commanders should be evaluated on the extent to which they develop the officers serving under them. Correspondingly, general officers felt that

the professional development of subordinates was just as much a leader's responsibility as accomplishing an organizational mission. However, 59 percent of the participants perceive themselves as not having a mentor (PDOS, [Vol I] 53).

Therefore, to capitalize on mentoring characteristics and to expose all officers to a "mentoring style of leadership," the Army essentially redefines mentoring to mean:

"a style of leadership closely resembling coaching. It is characterized by open communication, role modeling values, effective use of counseling and sharing of the leader's frame of reference with his junior officers." (Bagnal's Memo 1; Krysa 16)

Also, the Army redefines the term mentor as:

"a leader involved in developing (through education, socializing and training) an individual by being for that individual a role model, teacher, coach, advisors and guide. A school faculty mentor has the additional responsibilities of writing doctrine and developing courses and courseware." (PDOS, [Vol I] C-4)

The study group designed the "mentor-based strategy" as part of PDOS professional development framework. Basically the new strategy is designed to improve the leadership and professional development of officers. The strategy emphasizes the leaders' use of mentorship roles in educating and training officers in the professional

schools and units. The intent is to train the officer how to think as opposed to what to think (PDOS, Vol I 54).

Summary

All of the literature reviewed substantiated the positive effects of mentoring-type relationships on career progression and the attainment of professional goals. Also, the available literature showed that the fundamental characteristics of mentoring relationships were the same in both military and civilian communities. Although the literature advocates that mentoring is, and has always been, an important training and development tool for professional and leadership development, the researcher was unable to find any formal instructions on mentoring in the current curriculum of any US Army school.

CHAPTER 3

METHODOLOGY

Introduction

This chapter describes how the "Senior Officers' Perceptions of Mentoring Survey" was conducted. Included in this chapter are a description of the study, a description of the subjects, and a description of the instrument. Also included are the procedures for collecting the data, and the procedures for analyzing the data.

Description of the Study

This study addresses the mentoring experiences of black and white senior Army officers. Principally, this study investigated the nature of black senior officers' mentoring experiences and the perceived effect of those experiences on career progression to senior rank and positions. It also examined the number of both groups' mentoring experiences, and their perceptions of the role of mentors. This was done to ascertain the prevailing thought among the sample groups. The objective of the study was to address four specific questions:

1. How are mentoring relationships viewed by senior-level officers?

2. Are black senior officers' perceptions of mentoring relationships different from the perceptions of white officers?

3. Do black senior officers report the same number of mentoring relationships as white officers?

4. Do black senior officers perceive the same amount of career benefit from mentoring relationships as white officers?

Each of these questions is addressed in chapters 4 and 5.

Description of the Subjects

The population surveyed was black senior US Army officers (lieutenant colonel [promotable] through lieutenant general) and white senior US Army officers (lieutenant colonel through lieutenant general).^{*} The black officers were assigned to various Department of Defense organizations within the Continental United States (CONUS).

The population of white officers was extended to include lieutenant colonels who were not (at the time) on a published Department of the Army Promotions List, and

^{*} NOTE:

Ltc's were included to make sample sizes equal.

the total sample was confined to Fort Leavenworth, Kansas, to facilitate timely return of the responses. This was not possible in the case of the black officers, because there was an insufficient number assigned to Fort Leavenworth, Kansas.

The primary objective in using these two populations was to obtain a pragmatic view of the effect of mentoring-type relationships on career progression within the US Army from the perspectives of two groups: senior black officers and senior white officers. Both of these sources are at the equivalent rank and have the experience to provide comprehensive information on the phenomenon of mentoring. Since these officers have reached positions of trust and responsibility, their perceptions are the most credible possible.

Black Senior Officers

The first sample of the population was black officers assigned as senior-level commanders and staff officers throughout CONUS. Black officers serving in overseas locations were not selected because of time constraints involved with the overseas postal service. One hundred and five officers were selected from a list of officers provided by the United States Total Army Personnel Command (PERSCOM), Alexandria, Virginia. The

sample of black senior officers represents the relative distribution of commanders, staff officers, and instructors.

White Senior Officers

The second sample of the population was white senior officers assigned to Fort Leavenworth, Kansas. These officers were assigned as senior-level commanders and staff officers within the Combined Arms Center (CAC) and Fort Leavenworth tenant organizations.

There were 105 white officers selected from a list that was provided by the Chief, Officer Personnel Management Branch, Headquarters, Combined Arms Center and Fort Leavenworth, Fort Leavenworth, Kansas. All general officers, colonels, and lieutenant colonels (promotable) were selected from the list for survey. In addition, 42 lieutenant colonels were selected to make the sample equal in total number with the black officer sample.

Since this study's purpose was to analyze personal perceptions rather than producing a statistical comparison of the two groups, the inconsistency of membership within the sample groups was not important. Again, the sample of white senior officers represents the relative distribution of commanders, staff officers, and instructors.

Instrumentation

The instrument used in this study is a modification of, A Survey to Determine the Perceptions of Aircraft Maintenance Officers in Regards to Mentoring, developed by Captain Jeffry A. Gouge, United States Air Force. (The instrument appears in Appendix A.)

The instrument was modified to obtain data on black and white senior Army officers' perceptions of their mentoring experiences and the effect of those experiences on career progression in the US Army. The instrument was further revised by making the terminology compatible with that currently used in the US Army.

The revised instrument, "Senior Officers' Perceptions of Mentoring Survey," appears in Appendix B. It consists of a list of terms and definitions and thirty-seven items. The terms and definitions were included to insure that the participants responded with standard definitions in mind. Of the thirty-seven items, 1 through 4 requested demographic information. Items 5 through 37 provided an opportunity for the participant to evaluate his perceptions of mentors and mentoring-type relations. Each item contains at least two (2) choices, which gives the participant an opportunity to choose the response that most accurately describes his perceptions.

The following is a sample item from the "Senior Officers' Perceptions of Mentoring Survey."

8. To what extent did your mentor influence your career progression in the military?
- a. Very great extent
 - b. Great extent
 - c. Moderate extent
 - d. Little extent
-

The primary reasons for using the instrument developed by Gouge were its intent for use by the researcher and its sources. First, the instrument developed by Gouge specifically recorded the perceptions of military officers. It sought the same information as this study, i.e., demographic questions that characterized survey participants; questions that asked if participants had mentoring-type relations and how many; questions that measured the perceived influence of mentors on participants' military careers; and questions that asked participants to describe the characteristics and roles of a mentor. Second, many of the items had been previously validated through use in earlier studies by students of the US Air Force Institute of Technology and other notable researchers. Many of those studies are listed in Chapter 2 of this study.

These studies report and record the perceptions of individuals who are considered by the researchers to be mentors and/or proteges. It is, therefore, believed that the same criteria, with some revisions, will apply to senior Army officers.

Questions 1, 2, 4, and 7 of the survey were modified based on specific guidance from members of the study's Research Committee. Questions 1 and 2 were revised under the direction of Colonel Frederick W. Timmerman, Jr., Ph.D, Director, the Center for Army Leadership, US Army Command and General Staff College, Fort Leavenworth, Kansas, and Research Committee Chair.

Question #1 was revised to reflect the pivotal periods in US Army history during the last thirty years, i.e., pre-Vietnam War, the beginning of the war, the height of the war, and the conclusion of the war. These periods were important to the study because the participants' perceptions of mentoring may have been influenced by the events of the era. The following statement by retired Army Colonel Dandridge Malone further justifies this concern:

"... military leadership reached a low point during the Vietnam era, when "Duty--Honor--Country" was replaced by "Me--My Ass--My Career." (Kotz, Nathan, and Donohoe 171).

Question #2 was revised to insure that all of the possible commissioning sources available to US Army officers were included among the participants' choices.

Questions 4 and 7 were constructed and revised (respectively) under the direction of Ernest G. Lowden, Ed.D, Chief, Office of Evaluation and Standardization, Department of Academic Operations, US Army Command and General Staff College, Fort Leavenworth, Kansas and one of the study's Graduate Faculty Members.

Question #4 was constructed to record the educational level of the survey participants. This item did not exist in Gouge's instrument.

Question #7 was revised to record the participants' first encounter with a mentoring-type relationship.

Validity

A majority of the survey instrument had been evaluated for content validity as part of earlier studies (Uecker, 1984; Lewandowski, 1985; and Gouge, 1986). However, to insure that modifications and the addition of new items did not affect on the validity of the instrument, it was reviewed by two groups. First, the instrument was reviewed by members of the US Army Command and General Staff Officers Course, AY 88-89, and members of the staff and faculty of the US Army Command and General Staff College. This review measured the items'

adequacy with regard to answering the sub-questions that are outlined in Chapter 1 of this study.

Second, the instrument was reviewed for content and construct validity by the US Army Soldier Support Center-National Capital Region, the US Army's proponent for survey approvals. On the 13th of December 1988, the instrument was approved with minor changes.

Reliability

The reliability of the instrument was established using the SPSS program for Cronbach's Alpha. This reliability estimate indicates the degree of internal consistency of the "Senior Officers' Perceptions of Mentoring Survey" which was used to collect the empirical data for this study. The instrument's reliability coefficient was .81, which makes the instrument more than adequate for use in this study.

Procedures for Collecting the Data

The "Senior Officers' Perceptions of Mentoring Survey" (Appendix B) along with a cover letter (Appendix C) and a Mark Sense Form (CGSC Form 953) (Appendix D and E) were distributed by US Mail to each survey participant.

To distinguish between the two sample groups the researcher used already available Mark Sense Forms that were furnished by the Office of Evaluation and Standardization, Department of Academic Operations, US Army Command and General Staff College, Fort Leavenworth, Kansas. The black senior officers were sent Mark Sense Forms labeled "Supervisor" in Block #1 (Appendix D). The white senior officers were sent Mark Sense Forms labeled "Graduate" in Block #1 (Appendix E). There was no significance associated with which sample group received which Mark Sense Form. By chance Mark Sense Forms labeled "Supervisor" were received first. Because of that, the black senior officer sample group received those forms because the group was mailed forms first.

The black senior officer sample group surveys were mailed first because the participants were located throughout CONUS; therefore, mailing "turnaround-time" between participants and researcher dictated they have

mailing priority. Since the white senior officer sample group was located at Fort Leavenworth, Kansas, no mailing time limits existed.

The following was the task objective for each survey participant:

1. TASK:

The survey participant evaluated his perceptions of mentoring in the following areas:

- a. The number of mentoring-type relationships that he had encountered.
- b. His perceptions of mentor's influence on career progression.
- c. The importance of having a mentor.
- d. His perceptions of mentor characteristics.
- e. His perceptions of mentor roles.

2. CONDITION:

All the survey participants were given the following items:

- a. A survey instrument with cover letter (Appendix B and C).
- b. A Mark Sense Form (CGSC Form 953) (Appendix D or E).
- c. A return-addressed envelope.

3. STANDARDS:

This survey was completed individually and was based on the terms and definitions that were provided, participants' perceptions, and knowledge. The standards were specifically stated in paragraph 2 of the cover letter (Appendix C) and the instructions, pages 1-1 of the survey (Appendix B).

As discussed earlier the Mark Sense Forms used by the participants to record their responses were coded for control purposes. This code was used only to identify participants' race. Once it was determined by the researcher that follow-up letters were not needed, all lists containing the names of participants were destroyed to insure confidentiality. No codes ever existed on the Mark Sense Forms that identified participants by name. If a participant gave his name it was because he chose to. However, participants were never referenced by name during the conduct of the study.

Each participant was given four weeks to complete the survey.

Procedures for Analyzing the Data

The "Senior Officers' Perception of Mentoring Survey" was used to measure survey participants' perception of mentoring-type relationships. This data was recorded on a mark sense form, CGSC Form 953 (Appendix D and E). The data was then read by an optical scanner and entered into a data base. Then the data was analyzed using the Statistical Package for Social Sciences, SPSSx Information Analysis System. A cross-tabulation was made to compare responses to questions surveying participant perception with participant demographic data and selected questions within the survey. Also, a Z-score transformation was used to compare black and white senior officers' perceptions of mentoring-type relationships.

The Statistical Method Used

The analysis was conducted using a nonparametric statistical test, Chi square two-way classification. The Chi square two-way classification technique provided a means to determine the difference between the frequency of an occurrence in two or more categories with two or more groups and test for statistical significance. Statistical significance refers to the difference in sample results that were probably not due to chance and

can therefore be attributed to another factor. This study used an alpha level of .05 [$P < .05$] in its test for significance.

Comparison by Demographic Information

Each demographic group (time of commissioning, source of commission, highest completed degree, and military grade) that answered "Yes" to question #5, "..., have you ever had a mentoring relationship?", was compared with all questions. Each demographic group that answered "No", was compared with questions 10-37, (See Appendix B). The comparison provided the following information:

1. Demographics of participants who had experienced a mentoring relationship as defined in the survey.
2. Demographics of participants who have had one or more mentors.
3. Demographics of participants who experienced initial mentoring-type relationships at the approximate same times in their careers.
4. Demographics of participants who have similar perceptions of mentors' influence on careers.
5. Demographics of participants who have similar perceptions about the importance of mentoring-type relationships.

6. Demographics of participants who have similar perceptions about the important characteristics of a mentor.

7. Demographics of participants who have similar perceptions about the roles that a mentor should assume.

Comparison by Race

A comparison was made between black and white senior officers' responses to determine if the two groups had different perceptions pertaining to mentoring-type relationships. An analysis of variance (ANOVA) was conducted to see if there were differences between the two groups' responses and if those differences were significant. The comparison was conducted by converting survey responses from ordinal data to a Z-score using Z-score transformation.

However, it should be understood that no attempt was made in this study to affix the participants' responses to other senior officers outside the survey population.

CHAPTER 4

DATA ANALYSIS

Introduction

This chapter is an analysis of black and white senior Army officers' perceptions of classical mentoring-type relationships. A comparison of the two group's responses to determine if they had different perceptions of mentoring relationships is also presented.

The analysis of black and white senior officers' perceptions of mentoring-type relationships addressed the following four specific questions:

1. How are mentoring relationships viewed by senior-level officers?
2. Are black senior officers' perceptions of mentoring relationships different from the perceptions of white officers?
3. Do black senior officers report the same number of mentoring relationships as white officers?
4. Do black senior officers perceive the same amount of career benefit from mentoring relationships as white officers?

Results and Discussion

The response rates of each population sample responding to the "Senior Officers' Perceptions of Mentoring Survey" are shown in Table I. These response rates were obtained without follow-up letters being sent to the members of the populations. It should be noted that the response rates only include useable returns. There were six returns from white senior officers that could not be used. Five were undeliverable because the officers to whom they were mailed had been reassigned, and one was returned with incomplete data.

TABLE I

NUMBER AND PERCENTAGES OF BLACK AND WHITE SENIOR
OFFICERS RESPONDING TO THE SURVEY

Type of Respondent	Number in Sample	Number of Responses	Percent Responding
Black Officers	105	64	61%
White Officers	105	80	76%

General Profile of the Population

A general profile of the population surveyed is presented in the following tables.

TABLE II

DATE OF COMMISSIONING

NUMBER/PERCENTAGE (%)

	<u>Black</u>	<u>White</u>	<u>Combined</u>
BEFORE 1960	15(24)	2 (3)	17(12)
1960-1965	37(59)	37(47)	74(52)
1966-1970	11(17)	39(49)	50(35)
AFTER 1970		1 (1)	1 (1)
Missing Obs.	1	1	
	63	79	N= 142

TABLE II shows that of the 142 respondents, over half (52%) of them were commissioned between 1960 and 1965. However, within the black senior officer group 24% of the respondents were commissioned before 1960, a much larger percentage than what the entire population reported. The "commissioned before 1960" respondents within the black senior officer group are general officers.

There are more black general officer participants because the sample group included black senior officers assigned throughout CONUS. While the white senior officer group was limited by the study's methodology to those officers assigned to Fort Leavenworth, Kansas, which has fewer general officers assigned. Consequently, the survey population had more black general officer participants than white general officer participants.

TABLE III

SOURCE OF COMMISSION

NUMBER/PERCENTAGE (%)

	<u>Black</u>	<u>White</u>	<u>Combined</u>
USMA		17(22)	17(12)
ROTC	25(39)	43(54)	68(48)
ROTC (HBC)	30(47)		30(21)
OCS	6 (9)	18(23)	24(17)
OTHER	3 (5)	1 (1)	4 (3)
	64	79	N= 143

TABLE III shows that 69% of the population was commissioned through ROTC. Of the black senior officers, 47% received their commissions from Historically Black Colleges (the highest among the group's reported responses), and none of the black senior officers responding received their commission from a service academy. Although this fact is interesting and noteworthy, it is beyond the scope of this study to investigate the many possible explanations for this finding.

TABLE IV
BRANCH GROUPS OF THE RESPONDENTS

	<u>NUMBER/PERCENTAGE (%)</u>		
	<u>Black</u>	<u>White</u>	<u>Combined</u>
COMBAT ARMS	37(58)	54(68)	91(64)
COMBAT SUPPORT	10(16)	15(19)	25(17)
COMBAT SERVICE			
SUPPORT	8(12)	5 (6)	13 (9)
NON OPD Managed	5 (8)		5 (3)
OTHER	4 (6)	5 (6)	9 (6)
	64	79	N= 143

TABLE IV shows that of the four branch groups, 64% of the respondents were assigned to the Combat Arms branches. The branch groupings are as follows:

1) Combat Arms (CA)

Infantry
Armor
Field Artillery
Corps of Engineers
Air Defense Artillery
Aviation
Special Forces

2) Combat Support (CS)

Military Intelligence
Military Police
Chemical Corps
Signal Corps

3) Combat Service Support (CSS)

Adjutant General Corps
Finance Corps
Quartermaster Corps
Ordnance Corps
Transportation Corps

4) Non OPD managed branches

Medical Corps
 Medical Service Corps
 Army Nurse Corps
 Dental Corps
 Veterinary Corps
 Army Medical Specialist Corps
 Chaplain Corps
 Judge Advocate General Corps

TABLE V

CURRENT RANK OF RESPONDENTS

	<u>NUMBER/PERCENTAGE (%)</u>		
	<u>Black</u>	<u>White</u>	<u>Combined</u>
GENERAL			
OFFICERS	16(25)	2 (3)	18(13)
COLONELS	44(69)	42(53)	86(60)
LIEUTENANT			
COLONELS	4 (6)	35(44)	39(27)
	64	79	N= 143

TABLE V shows the rank composition of the entire population. As discussed earlier, the limitations set forth in the study's methodology (Chapter 3) provided few white general officer respondents, on the other hand, the limitations provided more white lieutenant colonel respondents. This fact explains the difference in numbers among black and white officers' ranks.

TABLE VI
HIGHEST EDUCATIONAL LEVEL

	<u>NUMBER/PERCENTAGE (%)</u>		
	<u>Black</u>	<u>White</u>	<u>Combined</u>
PH.D/ED.D	1 (2)	4 (5)	5 (4)
PROFESSIONAL	2 (3)		2 (1)
MASTER'S	57(89)	60(76)	117(82)
BA/BS	4 (6)	15(19)	19(13)
	64	79	N= 143

TABLE VI shows the highest educational degree received by the population. As shown, 82% of the population possess a Master's degree. This finding is important because it makes the "Master's degree" group grossly unequal in comparison with the other groups. Which makes the "highest educational level" a faulty variable for statistical testing purposes. Therefore, statistical testing using "highest educational level" as one of the variables was not conducted.

TABLE VII

NUMBER AND PERCENTAGE OF RESPONDENTS
REPORTING TO HAVE HAD OR NOT HAD
A MENTORING RELATIONSHIP -
BY SAMPLE GROUP

	<u>Black</u>	<u>White</u>	<u>Combined</u>
YES	38(59)	45(57)	83(58)
NO	26(41)	34(43)	60(42)
	64	79	N= 143

TABLE VII addresses the central issue of the study, which was whether any of the participants had ever experienced a mentoring relationship that fit the definition of "mentoring" that was provided with the survey. Of the combined total of 143 responses, it was possible to classify 83 (58%) of them as having had mentors (as defined in the study) at one point or another in their careers. Given this data, one can conclude that "classical" mentoring does exist in the US Army.

Areas In Which Statistical Significance Was Identified

A cross-tabulation of biographical questions 1, 2, 4, and rank with questions 5-37 (Appendix B) was conducted to assess statistical significance among mentored and unmentored officers. The areas that showed significance beyond the .05 level are shown and discussed in the following section.

Findings I: BLACK SENIOR OFFICERS' RESPONSES

TABLE VIII

NUMBER OF BLACK SENIOR OFFICERS' RESPONSES TO: "WHEN
IN THEIR CAREER DID A MENTOR FIRST EXHIBIT AN
INTEREST IN THEM?" - BY RANK

	GEN	COL	LTC	TOTAL
PRIOR TO MILITARY		3		3
5YRS OR LESS	1	10	2	13
6-10 YRS	5	1		6
11-19 YRS	5	10	1	16
TOTAL	11	24	3	

N=38

Significant, $P < .05$

TABLE VIII shows the number of black senior officers' responses to when a mentor first exhibited an interest in them, by rank. Based on the data within the table, we can conclude that there is a significant difference between the observed and expected behavior of one or more of the groups within the population. By inspecting the table we see that relatively more generals (54%) first received mentor interest prior to their 10th year of service, than the expected 58%.

Also, there is a bimodal distribution among the colonel and general officer groups. In the case of the colonels, the modes are the same, 10(42%). The bimodal distribution is noted at the "5 years or less" and the

"11-19 years" responses. With regard to the general officers, the bimodal distribution is noted at the "6-10 years and 11-19 years" responses with a mode of 5(45%), in both instances. Because the bimodal distribution in both cases takes place at each end of the spectrum, (prior to and after the 11th year of service), it can be concluded that most black senior officers are recognized by mentors throughout their careers.

Also, it appears that the noted statistical significance is due to a combination of factors i.e., the observed behavior of the general officer group and the bimodal distribution within the general officer and colonel groups.

Finally, the observed behavior of the general officer and colonel groups support the expected norm of the entire black senior officer population. That is, based on the data within the table, most black senior officers first received mentor interest prior to their 11th year of service.

TABLE IX

NUMBER OF BLACK SENIOR OFFICERS' RESPONSES TO: "HOW
IMPORTANT IS IT FOR THE MENTOR AND PROTEGE TO
HAVE THE SAME CAREER FIELD?" - BY RANK

	GEN	COL	LTC	TOTAL
EXTREMELY IMPORTANT	1	10	1	12
MODERATELY IMPORTANT	3	26	1	30
A LITTLE IMPORTANT	10	5	2	17
NOT AT ALL IMPORTANT	1	3		4
TOTAL	16	44	4	

N=64

Significant, $P < .05$

TABLE IX shows the number of black senior officers' responses as to how important it is for the mentor and protege be in the same career field, by rank. An inspection of the table indicates that there is a significant difference of perceptions between the general officer and colonel groups.

Within the general officer group, 69% of them perceive that it is of "little or no importance" that the mentor and protege be in the same career field. This percentage is relatively higher than the expected normal distribution of the entire population of 33%.

However, within the colonel group, only 18% of them perceive that it is of "little or no importance" that the

mentor and protege be in the same career field. This percentage is relatively lower than the percentage reported by the general officer group, and the expected normal distribution of the entire population of 33%.

In summation, the general officer and colonel groups have different perceptions concerning the importance of the mentor and protege being in the same career field. Black general officers perceive that it is an unimportant factor, whereas the black colonels perceive the factor to be very important.

The difference between the general officers' and colonels' observed responses is attributed to the general officers' broad scope of duties and responsibilities. General officers are constantly exposed to many career fields and are required to synchronize a wide spectrum of activities that include officers representing various career fields.

TABLE X

NUMBER OF BLACK SENIOR OFFICERS' RESPONSES TO: "HOW
IMPORTANT IS IT FOR THE MENTOR AND PROTEGE BE OF
THE SAME COMMISSIONING SOURCE?" - BY RANK

	GEN	COL	LTC	TOTAL
EXTREMELY IMPORTANT		1	1	2
MODERATELY IMPORTANT		12		12
A LITTLE IMPORTANT	2	6		8
NOT AT ALL IMPORTANT	12	25	3	40
NO RESPONSE	2			2
TOTAL	16	44	4	

N=64

Significant, $P < .05$

TABLE X shows the number of black senior officers' responses as to how important it is for the mentor and protege be members of the same commissioning source, by rank. An inspection of the table indicates that there is a significant difference between the observed and expected behavior of one or more of the groups within the population.

Based on the data within the table a relatively larger percentage of general officers (75%), than expected (62.5%), perceived that it was "not at all important" for the mentor and protege be members of the same commissioning source. Thus, the difference between

the general officer's behavior and the expected behavior for the entire population accounts for the noted statistical significance.

Again, the general officer group's observed behavior is probably due to their broad scope of duties and responsibilities. Which allows them to interact and observe officers representing various career fields.

Findings II: (WHITE SENIOR OFFICERS' RESPONSES)

TABLE XI

NUMBER OF WHITE SENIOR OFFICERS' RESPONSES TO: "WHEN
IN THEIR CAREER DID A MENTOR FIRST EXHIBIT AN
INTEREST IN THEM?" - BY RANK

	GEN	COL	LTC	TOTAL
PRIOR TO MILITARY		1	1	2
5YRS OR LESS		3	7	10
6-10 YRS		6	5	11
11-19 YRS		13	9	22
20 OR MORE	1			1
TOTAL	1	23	22	

N=46

Significant, $P < .05$

TABLE XI shows the number of white senior officers' responses as to when a mentor first exhibited an interest in them, by rank. Based on the data within the table, it can be concluded that there is a significant difference between the observed and expected behavior of one or more of the groups within the population. By inspecting the table we see that relatively more lieutenant colonels (59%) first received mentor interest prior to their 10th year of service, than expected (50%). However, the opposite is observed within the colonel group. Among the colonels, 56% reported that they first received mentor interest between their 11th and 19th year of service,

versus the expected of 50%. Thus, it is a practical assumption that the statistical significance is due to a combination of the lieutenant colonel and colonel groups' observed behavior. Also, based on the data presented, it appears that white senior officers are identified by mentors throughout their careers. Some of them are identified early (before their 10th year of service) and some are identified later (after their 10th year of service).

Yet, it is evident from the table that a larger number of white senior officers were identified between the 11th and 19th year of service, than at any other point. This suggests that most white officers are recognized by potential mentors after they have met major career "gates". That is, by the 11th year of service US Army officers have been, or are in the process of being considered for their first group of "career enhancing" competitive selections.

This is the point in Army officers' careers that they are selected by a board of senior officers for their first competitive promotion (captain to major) and resident Staff College attendance. Since only 65 to 70% of those eligible are selected for promotion to major and only about 50% of those are selected for resident Staff College attendance, the field is narrowed considerably.

Therefore, it is easier for potential mentors to recognize those officers that they feel will benefit most from their attention.

TABLE XII

NUMBER OF WHITE SENIOR OFFICERS' RESPONSES TO:
"WHAT EXTENT SHOULD A MENTOR ASSUME THE
ROLE OF A ROLE MODEL?" - BY RANK

	GEN	COL	LTC	TOTAL
DEFINITELY ASSUME		32	30	62
PROBABLY ASSUME	2	8	5	15
UNDECIDED		2		2
PROBABLY SHOULD NOT ASSUME				
DEFINITELY NOT ASSUME				
TOTAL	2	42	35	

N=79

Significant, $P < .05$

TABLE XII shows the number of white senior officers' responses as to what extent should a mentor assume the role of a role model, by rank. The table indicates that there is a significant difference in perceptions among the colonel and lieutenant colonel groups.

Relatively more lieutenant colonels (86%) than colonels (76%), perceive that the mentor should "definitely assume" the role of a role model. Thus, the data suggests that colonels are not as sure as lieutenant

colonels on whether the mentor should be a role model. This uncertainty could possibly be due to the changing needs of an officer as they progress in rank and time in service. Perhaps colonels no longer perceive the need for a role model, whereas the younger lieutenant colonels may still need the example that a role model provides.

Notwithstanding this possibility, 97% of the population perceive that a mentor should fulfill the role of a role model to some degree, as opposed to the 3% of officers who were "undecided."

TABLE XIII

NUMBER OF WHITE SENIOR OFFICERS' RESPONSES TO: "WHEN
IN THEIR CAREER DID A MENTOR FIRST EXHIBIT AN
INTEREST IN THEM?" - BY
COMMISSIONING PERIOD

	BEFORE 1960	1960- 1966	1966- 1970	AFTER 1970	TOTAL
PRIOR TO MILITARY		1	1		2
5 YEARS OR LESS		4	6		10
6-10 YEARS		5	6		11
11-19 YEARS		11	10	1	22
20 OR MORE	1				1
TOTAL	1	21	23	1	

N= 46

Significant, $P < .05$

TABLE XIII shows the number of white senior officers' responses as to when a mentor first exhibited an interest in them, by commissioning period. Based on the data within the table, it can be concluded that there is a significant difference between the observed and expected behavior of one or more of the groups within the population. The data indicates that relatively more of the "1966-1970" group (57%), first received mentor interest prior to their 10th year of service, than the expected 50%. Thus, the statistical significance is due to the difference between the observed and expected behavior of the "1966-1970" group. It is evident from

the table that a larger number of white senior officers were identified between the 11th and 19th year of service, than at any other isolated point. Again, this suggests that most white senior officers are recognized by mentors after they have met major career "gates".

TABLE XIV

NUMBER OF WHITE SENIOR OFFICERS' RESPONSES TO:
 "HOW IMPORTANT IS THE MENTOR RELATIONSHIP
 TO A PROTEGE'S JOB SATISFACTION?" - BY
 MENTORED AND UNMENTORED OFFICERS

	MENTORED	UNMENTORED	TOTAL
EXTREMELY IMPORTANT	15	6	21
MODERATELY IMPORTANT	19	13	32
SLIGHTLY IMPORTANT	10	6	16
A LITTLE IMPORTANT	1	4	5
NOT AT ALL IMPORTANT		4	4
TOTAL	45	33	

N= 78

Significant, $P < .05$

TABLE XIV shows the number of mentored and unmentored white senior officers' responses as to how important the mentor relationship is to a protege's job satisfaction. The data in the table indicates that there

is a significant difference between the observed and expected behavior among one or more of the groups within the population.

The cause for the noted significance appears to be within the unmentored group, in that more of them (12%) perceive that the mentor relationship is "not at all important" to a protege's job satisfaction, versus the expected 5%, in which this same group accounted for all of the population's response in this area. A possible reason for the unmentored group's perception could be attributed to their lack of experience with a mentor.

TABLE XV

NUMBER OF WHITE SENIOR OFFICERS' RESPONSES TO: "THE
IMPORTANCE OF THE RESPECT THAT PEERS FROM OUTSIDE
THE ARMY/DOD HOLD FOR A MENTOR" - BY MENTORED
AND UNMENTORED OFFICERS

	MENTORED	UNMENTORED	TOTAL
EXTREMELY IMPORTANT	9	2	11
MODERATELY IMPORTANT	17	6	23
A LITTLE IMPORTANT	9	15	24
NOT AT ALL IMPORTANT	9	9	18
OTHER	1	1	2
TOTAL	45	33	

N= 78

Significant, $P < .05$

TABLE XV shows the number of mentored and unmentored white senior officers' responses as to how important is the respect that peers from outside the Army/DOD hold for a mentor. The data in the table indicates that there is a significant difference between observed and expected behavior among one or more of the groups within the population.

One possible cause for the noted significance appears to be within the unmentored group, in that more of them (45%) perceive that the respect that peers from outside the Army/DOD hold for a mentor to be "a little important", versus the expected 31%.

Secondly, as compared to the mentored group's 2%, the unmentored had a relatively higher percentage (27%), of respondents who felt that the respect that peers from outside the Army/DOD hold for a mentor to be "not at all important." Thus, it could be concluded that the noted differences between the unmentored group's observed and expected behavior in these two areas caused the statistical significance.

A possible reason for the unmentored group's perception could be attributed to their lack of experience with a mentor.

TABLE XVI

NUMBER OF WHITE SENIOR OFFICERS' RESPONSES TO: "WHAT
EXTENT SHOULD A MENTOR ASSUME THE ROLE OF A
TEACHER?" - BY MENTORED AND
UNMENTORED OFFICERS

	MENTORED	UNMENTORED	TOTAL
DEFINITELY ASSUME	35	17	52
PROBABLY ASSUME	9	16	25
UNDECIDED			
PROBABLY SHOULD NOT ASSUME	1		1
DEFINITELY NOT ASSUME			
TOTAL	45	33	

N=78

Significant, $P < .05$

TABLE XVI shows the number of mentored and unmentored white senior officers' responses as to the extent that a mentor should assume the role of a teacher. Based on the data within the table, it can be concluded that there is a significant difference between the observed and expected behavior of one or more of the groups of the population.

An inspection of the data show that 78% of the mentored group reported that a mentor should "definitely assume" the role of a teacher, versus the expected 67%. The observed behavior is higher than one would normally

expect. This fact contributes to the noted statistical difference in this area.

As for the unmentored group, 51% reported that the mentor should "definitely assume" the role of a teacher. This percentage is notably less than the expected 67%, hence, it also contributes to the noted difference.

Finally, the whole population agreed that the mentor should assume the role of a teacher. So, it can be concluded that white senior officers view the role of a teacher as a role that a mentor should assume.

TABLE XVII

NUMBER OF WHITE SENIOR OFFICERS' RESPONSES TO:
 "WHAT EXTENT SHOULD A MENTOR ASSUME THE
 ROLE OF A SPONSOR?" - BY MENTORED
 AND UNMENTORED OFFICERS

	MENTORED	UNMENTORED	TOTAL
DEFINITELY ASSUME	12	6	18
PROBABLY ASSUME	17	11	28
UNDECIDED	6	14	20
PROBABLY SHOULD NOT ASSUME	7	2	9
DEFINITELY NOT ASSUME	3		3
TOTAL	45	33	

N=78

Significant, $P < .05$

TABLE XVII shows the number of mentored and unmentored white senior officers' responses as to the extent in which a mentor should assume the role of a sponsor. Based on the data presented, it can be concluded that there is a significant difference between the observed and expected behavior of one or more groups of the population in this area.

An inspection of the data shows that the difference appears to be within the unmentored group. The fact that 42% of the unmentored group reported that they were "undecided" on whether the mentor should assume the role of a sponsor, versus the expected 26%, probably caused

the noted significance. A possible explanation for the unmentored group's behavior could be in their lack of experience with a mentor. The lack of a mentoring experience, left the unmentored group without information on which to base a decision.

TABLE XVIII

NUMBER OF WHITE SENIOR OFFICERS' RESPONSES TO: "WHAT EXTENT SHOULD A MENTOR ASSUME THE ROLE OF ENCOURAGING PROTEGES' CREATIVITY?" - BY MENTORED AND UNMENTORED OFFICERS

	MENTORED	UNMENTORED	TOTAL
DEFINITELY ASSUME	32	15	47
PROBABLY ASSUME	12	15	27
UNDECIDED		3	3
PROBABLY SHOULD NOT ASSUME	1		1
DEFINITELY NOT ASSUME			
TOTAL	45	33	

N=78

Significant, $P < .05$

TABLE XVIII shows the number of mentored and unmentored white senior officers' responses as to the extent to which a mentor should assume the role of encouraging proteges' creativity. Based on the data presented, it can be concluded that there is a significant difference between the observed and expected

behavior of one or more groups of the population in this area.

An inspection of the data shows that the difference appears to be with the unmentored group. The fact that relatively more of the unmentored group (9%) reported to be "undecided" on the extent that a mentor should assume the role of encouraging proteges' creativity, versus the expected 4%, probably caused the statistical significance. Also, the unmentored group accounted for all of the population's "undecided" responses.

Again, the unmentored group's observed behavior is probably due to their lack of a mentoring experience. Consequently, they have no basis for a decision.

Findings III: (BLACK AND WHITE SENIOR OFFICERS' COMBINED RESPONSES)

TABLE XIX

NUMBER OF COMBINED OFFICERS' RESPONSES TO: "HOW IMPORTANT IS IT FOR THE MENTOR AND PROTEGE TO HAVE THE SAME CAREER FIELD" - BY RANK

	GEN	COL	LTC	TOTAL
EXTREMELY IMPORTANT	2	14	11	27
MODERATELY IMPORTANT	4	45	12	61
A LITTLE IMPORTANT	10	20	13	43
NOT AT ALL IMPORTANT	1	7	3	10
NO RESPONSE	1			
TOTAL	18	86	39	

N=143

Significant, $P < .05$

TABLE XIX shows the number of black and white senior officers' responses as to how important it is for the mentor and protege be in the same career field, by rank. An inspection of the table indicates that there is a significant difference of perceptions between the general officer group and the expected behavior of the whole population.

It appears that a greater number of general officers (61%), than expected (37%), perceive that it is of "little or no importance" that the mentor and protege be

in the same career field. Therefore, the significant difference is attributed to the fact that more general officers than expected perceive that it is of "little or no importance" that the mentor and protege be in the same career field.

As noted in earlier findings within this study, the general officer group's perceptions are probably due to their broad scope of duties and responsibilities. Their duties and total Army view expose them to many career fields.

TABLE XX

NUMBER OF COMBINED OFFICERS' RESPONSES TO: "HOW
IMPORTANT IS IT FOR THE MENTOR AND PROTEGE
TO BE OF THE SAME COMMISSIONING
SOURCE?" - BY RANK

	GEN	COL	LTC	TOTAL
----- EXTREMELY IMPORTANT -----		1	2	3
----- MODERATELY IMPORTANT -----		14	2	16
----- A LITTLE IMPORTANT -----	2	17	5	24
----- NOT AT ALL IMPORTANT -----	14	53	30	97
----- NO RESPONSE -----	2	1		3
----- TOTAL	18	66	39	

N=143

Significant, $P < .05$

TABLE XX shows the number of black and white senior officers' responses as to how important it is for the mentor and protege be members of the same commissioning source, by rank. An inspection of the table indicate that there is a significant difference between the observed and expected behavior of one or more of the groups within the population.

Based on the data within the table a relatively larger percentage of general officers (78%) than the expected (68%) perceived that it was "not at all important" for the mentor and protege be members of the same commissioning source. Therefore, the significant

difference is attributed to this fact. However, the entire population's observed behavior supports the finding that it is "not at all important" for the mentor and protege be of the same commissioning source.

Just as it was observed in the previous table, the general officer group's perceptions are probably due to their experience and wide range of duties and responsibilities.

TABLE XXI

NUMBER OF COMBINED OFFICERS' RESPONSES TO:
 "HOW IMPORTANT IS IT FOR THE MENTOR AND
 PROTEGE BE OF THE SAME ETHNIC
 GROUP?" - BY RANK

	GEN	COL	LTC	TOTAL
EXTREMELY IMPORTANT		5	2	7
MODERATELY IMPORTANT	2	16	4	22
A LITTLE IMPORTANT	5	24	6	35
NOT AT ALL IMPORTANT	9	41	27	77
NO RESPONSE	2			2
TOTAL	18	86	39	

N=143

Significant, $P < .05$

TABLE XXI shows the number of black and white senior officers' responses as to how important it is for the mentor and protege be of the same ethnic group, by

rank. The data in the table indicates that there is a significant difference between observed and expected behavior between one or more of the groups.

The difference appears to be within the colonel and lieutenant colonel groups' observed and expected behavior. Within the colonel group, 48% of them reported that it was "not at all important" for the mentor and protege be the same ethnic group. This percentage is considerably lower than the expected 54% of the entire population.

Within the lieutenant colonel group, 69% reported that it was "not it all important" for the mentor and protege be the same ethnic group. This percentage is significantly higher than the expected 54% of the entire population.

Further, based on the data presented in the table it concluded that the entire population agrees that it is unimportant for the mentor and protege be of the same ethnic group.

TABLE XXII

NUMBER OF COMBINED OFFICERS' RESPONSES TO: "HOW
IMPORTANT IS THE MENTOR RELATIONSHIP TO
A PROTEGE'S JOB SATISFACTION?" -
BY MENTORED AND UNMENTORED
OFFICERS

	MENTORED	UNMENTORED	TOTAL
EXTREMELY IMPORTANT	25	10	35
MODERATELY IMPORTANT	32	20	52
SLIGHTLY IMPORTANT	19	13	32
A LITTLE IMPORTANT	4	8	12
NOT AT ALL IMPORTANT	3	8	11
TOTAL	83	59	

N= 142

Significant, $P < .05$

TABLE XXII shows the number of mentored and unmentored black and white senior officers' responses as to how important the mentor relationship is to a protege's job satisfaction. The data in the table indicates that there is a significant difference between the observed and expected behavior among one or more of the groups within the population.

The difference appears to be within the mentored and unmentored groups. Within the mentored group, 4% reported that the mentor was "not at all important" to the protege's sense of job satisfaction. This percentage

is considerably lower than the expected 8% that was reported by the entire population.

Within the unmentored group, 13% of them reported that the mentor relationship is "not at all important" to a protege's job satisfaction. This percentage is higher than the expected 8% of the entire population.

Therefore, relatively more unmentored than mentored officers perceive that the mentor is unimportant in the protege's job satisfaction. As discussed earlier, the unmentored officer group's perceptions are offered without the benefit of having had a mentoring relationship.

TABLE XXIII

NUMBER OF COMBINED OFFICERS' RESPONSES TO:
 "WHAT EXTENT SHOULD A MENTOR ASSUME
 THE ROLE OF A TEACHER?" - BY
 SOURCE OF COMMISSION

	USMA	ROTC	HBC	OCS	OTHER	TOTAL
DEFINITELY ASSUME	9	45	21	19	1	95
PROBABLY ASSUME	7	23	6	5	2	43
UNDECIDED			2		1	3
PROBABLY SHOULD NOT ASSUME			1	1		2
DEFINITELY NOT ASSUME						
TOTAL	16	68	30	25	4	

N=143

Significant, $P < .05$

TABLE XXIII shows the number of black and white senior officers' responses to the extent that a mentor should assume the role of a teacher, by source of commission. Based on the data within the table, it can be concluded that there is a significant difference between the observed and expected behavior of one or more of the groups of the population.

An inspection of the data shows that senior officers who received their commissions through ROTC, ROTC (HBC), and OCS perceive a stronger need for a mentor to assume the role of a teacher, than those who received their commissions through the USMA.

Sixty-six percent of the ROTC respondents, 70% of the ROTC(HBC) respondents, and 76% of the OCS respondents reported that a mentor should "definitely assume" the role of a teacher. Conversely, only 56% of the USMA respondents reported that a mentor should "definitely assume the role of a teacher.

Therefore, it can be concluded that the differences in the four groups observed behavior caused the noted statistical difference in this area.

Further, the data indicates that the shorter the groups' pre-commissioning training period, the stronger the group feels that a mentor should assume the role of a teacher. For example, officers commissioned through OCS receive approximately four months of pre-commissioning training, and 76% of them reported that a mentor should "definitely assume" the role of a teacher. On the other hand, officers commissioned through the USMA receive four years of pre-commissioning training, and only 56% of them reported that the mentor should "definitely assume" the role of a teacher.

TABLE XXIV

NUMBER OF COMBINED OFFICERS' RESPONSES TO: "WHAT
EXTENT SHOULD A MENTOR ASSUME THE ROLE OF A
TEACHER?" - BY MENTORED AND
UNMENTORED OFFICERS

	MENTORED	UNMENTORED	TOTAL
DEFINITELY ASSUME	64	30	94
PROBABLY ASSUME	16	27	43
UNDECIDED	2	1	3
PROBABLY SHOULD NOT ASSUME	1	1	2
DEFINITELY NOT ASSUME			
TOTAL	83	59	

N=142

Significant, $P < .05$

TABLE XXIV shows the number of mentored and unmentored black and white senior officers' responses as to the extent that a mentor should assume the role of a teacher, by mentored and unmentored officers. Based on the data within the table, it can be concluded that there is a significant difference between the observed and expected behavior of one or more of the groups of the population.

An inspection of the data show that 77% of the mentored group reported that a mentor should "definitely assume" the role of a teacher, versus the expected 66%. The observed behavior is considerably higher than

expected; therefore, there is noted statistical difference in this area.

As for the unmentored group, 51% reported that the mentor should "definitely assume" the role of a teacher. This percentage is notably lower than the expected 66%; hence, it also contributes to the noted significance.

Finally, the entire population agrees that the mentor should assume the role of a teacher, with a degree of certainty.

TABLE XXV

NUMBER OF COMBINED OFFICERS' RESPONSES TO: "WHAT EXTENT
SHOULD A MENTOR ASSUME THE ROLE OF A HELPER IN
PROVIDING THE PROTEGE KNOWLEDGE CONCERNING
THE TECHNICAL ASPECTS OF A PROFESSION?"
- BY MENTORED AND UNMENTORED
OFFICERS

	MENTORED	UNMENTORED	TOTAL
DEFINITELY ASSUME	26	7	33
PROBABLY ASSUME	31	33	64
UNDECIDED	14	11	25
PROBABLY SHOULD NOT ASSUME	10	8	18
DEFINITELY NOT ASSUME	2		2
TOTAL	83	59	

N=142

Significant, $P < .05$

TABLE XXV shows the number of mentored and unmentored black and white senior officers' responses as to the extent that a mentor should assume the role of a helper in providing the protege knowledge concerning the technical aspects of a profession. Based on the data within the table, it can be concluded that there is a significant difference between the observed and expected behavior of one or more of the groups of the population.

An inspection of the data shows that 31% of the mentored group reported that a mentor should "definitely assume" the role of a helper in providing the protege

knowledge concerning the technical aspects of a profession, versus the expected 23%. This observed behavior is higher than the expected; therefore, it contributes to the noted statistical deviation in this area.

As for the unmentored group, 12% reported that the mentor should "definitely assume" the role of a helper in providing the protege knowledge concerning the technical aspects of a profession. This percentage is notably lower than the expected 23%, and also contributes to the noted statistical significance in this area.

Finally, it can be concluded that the combined population view the role of a teacher as an important role and one that a mentor should assume.

Results of the Analysis of Variance (ANOVA)

An ANOVA was conducted to determine if there were differences in black and white senior Army officers' perceptions of mentoring. The results of the ANOVA are presented at TABLE XXVI. Those items that tested significant at the .05 level are discussed at the conclusion of the table.

TABLE XXVI

ANOVA SUMMARY TABLE FOR THE COMPARISON OF
BLACK SENIOR OFFICERS' RESPONSES TO
WHITE SENIOR OFFICERS' RESPONSES

Question Number	Questions	Analysis
1	When did you receive your commission?	NS
2	What was your source of commission?	S
3	What is your gender?	NS
4	What is your highest completed diploma/degree?	S
5	As defined above, have you ever had a mentoring relationship?	NS
6	If your answer to question 5 was "YES," how many mentors (in your career) have you had?	NS
7	At what point in your military career did your mentor first exhibit an interest in you?	NS
8	To what extent did your mentor influence your career progression in the military?	NS
9	An officer with a mentor is more likely to be promoted "below the zone" than an officer without a mentor?	NS

S= Significant

NS= Not Significant

(continued)

TABLE XXVI (continued)

10	When commissioned, what was the highest rank did you expect to attain by the end of your Army career?	NS
----	---	----

Use the scale below to assess the importance of the mentor relationship to a protege.

11	Job satisfaction	NS
12	Success in the organization	NS
13	Ability to keep up with the technical aspects of the job	NS
14	Ability to obtain accurate and current information on professional affairs	NS

Use the scale below to assess the importance of the qualities and characteristics of a mentor.

15	Knowledge of the Army	NS
16	Knowledge of people in the organization	NS
17	Rank	S
18	Time in the Army	NS
19	Respect from superiors	NS
20	Respect from peers	NS
21	Respect from subordinates	NS
22	Respect from peers outside the Army/ DOD	NS
23	Willingness to share knowledge and understanding	NS
24	Same gender as protege	NS
25	Same career field as protege	NS
26	Same commissioning source as protege	NS
27	Same ethnic group as protege	S

S= Significant

NS= Not Significant

(continued)

TABLE XXVI (continued)

The following is a list of some of the roles a mentor can play in the relationship with a protege. Please indicate the extent to which you think a mentor should assume each of the roles listed below.

28	Counselor	NS
29	Role model	NS
30	Help protege gain confidence in own abilities	NS
31	Teacher	NS
32	Sponsor	NS
33	Help protege learn the technical aspects of profession	NS
34	Listen to protege's ideas	NS
35	Encourages protege's creativity	NS
36	Protector (to provide a buffer for the protege's risk taking)	NS
37	Provide the protege a better understanding of the administration of an organization	S

S= Significant

NS= Not Significant

N= 144

Discussion

Of the Senior Officers' Perceptions of Mentoring Survey's 37 questions, only 5 questions revealed a significant difference between the means of the two groups; black and white senior officers. Those 5 questions are discuss below.

Question #2: This question asked each respondent to identify his or her source of commission. An analysis of the data shows that none of the black senior officers received their commissions from any of the service academies. Also, among the black senior officers more of

them received their commissions from Historically Black Colleges (HBCs) (46.9%) than any other source.

To add further to the significant difference in this area, none of the white senior officers received their commissions from any of the HBCs. While 21.3% of them received their commissions from the United States Military Academy (USMA).

There are numerous reasons why none of the black senior officers may not have obtained commissions from the USMA; however, as mentioned earlier it is not within the purview of this study to discuss them. On the other hand, it is reasonably prudent to assume that few if any white officers would be socially expected to attend a Historically Black College. However, it should be understood that no laws or legal restrictions exist to preclude a person from attending any higher education institution in this country, if the person meets the entrance requirements of the institution.

Question #4: This question asked each respondent to report his or her highest educational degree. An analysis of the data shows that the significant difference between black and white senior officers is in the number of Master's degrees held by the two groups. Based on the data, a higher percentage of black senior

officers (89.1%) have Master's degrees than white senior officers (76.3%).

Question #17: This question asked respondents to report their assessment of the importance of the mentor's rank. An analysis of the data shows that the significant difference is due to the fact that black senior officers perceive the rank of the mentor to be more important than white officers do. Thirty-four percent of the black senior officers reported that the rank of the mentor was "extremely important," whereas, 16.3% of the white senior officers reported that the mentor's rank was "extremely important."

Question #26: This question asked respondents to report their perception of the importance of mentor's and protege's ethnic group. An analysis of the data shows that the significant difference is due to the fact that black senior officers perceive that it is more important for the mentor and protege to be of the same ethnic group than do white senior officers. Thirty-one percent of the black senior officers reported that it was "moderately to extremely important" for the mentor to have this characteristic. Whereas, only 11% of the white senior officers reported that this characteristic was "moderately to extremely important."

Question #37: This question asked respondents to report their perception as to the extent a mentor should assume the role of providing the protege a better understanding of the administration of an organization. An analysis of the data shows that the significant difference is due to the fact that a higher percentage of black senior officers perceive that a mentor should assume this role than do white senior officers. Forty-seven percent of the black senior officers perceive that the mentor should "definitely assume" this role, whereas only 22% of the white senior officers perceive that the mentor should "definitely assume" this role.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to examine the effects of mentoring on the careers of black senior officers within the US Army. The study investigated the mentoring experiences of black and white senior Army officers. It also examined the number of both groups' mentoring experiences and their perceptions of the role of mentors.

In order to accomplish this task the "Senior Officers' Perceptions of Mentoring Survey" was distributed to 105 black and 105 white senior Army officers, of which 64 black and 80 white senior officers responded. The instrument was a revised format from existing documents used by other researchers. The primary revisions were the substitution of questions to ones that were unique to this study and the changing of terminology to be compatible with that used in the US Army.

The instrument was used to empirically catalog participants' demographics; whether or not they had

mentoring-type relationships and how many; the perceived influence of mentors on their military careers; and their descriptions of the characteristics and roles of a mentor.

An assessment of black and white senior officers' perceptions necessitated the use of two statistical techniques, the nonparametric Chi square two-way classification and an analysis of variance (ANOVA). The Chi square two-way classification provided a means to determine the difference between the frequency of an occurrence in two or more categories with two or more groups and test for statistical significance. The ANOVA was used to test for statistically significant differences between black and white senior officers' responses to the questions asked by the survey instrument.

Results of the Chi Square Test

Using the Chi square two-way classification technique the following items tested statistically significant among the following groups:

a. Black Senior Officers:

Q.7 "At what point in your career did your mentor first exhibit an interest in you?" by Rank

Q.25 "How important is it for the mentor and protege to have the same career field?" by Rank

Q.26 "How important is it for the mentor and protege to be of the same commissioning source?" by Rank

b. White Senior Officers:

Q.7 "At what point in your career did your mentor first exhibit an interest in you?" by Rank

Q.29 "What extent should a mentor assume the role of a role model?" by Rank

Q.7 "At what point in your military career did your mentor first exhibit an interest in you?" by Commissioning Period

Q.11 "How important is the mentor relationship to a protege's job satisfaction?" by Mentored and Unmentored Officers

Q.22 "How important is the respect that peers from outside the Army/DOD hold for a mentor?" by Mentored and Unmentored Officers

Q.31 "What extent should a mentor assume the role of a teacher?" by Mentored and Unmentored Officers

Q.32 "What extent should a mentor assume the role of a sponsor?" by Mentored and Unmentored Officers

Q.35 "What extent should a mentor assume the role of encouraging proteges' creativity?" by Mentored and Unmentored Officers

c. Combined (Black and White Senior Officers):

Q.25 "How important is it for the mentor and protege to be in the same career field?" by Rank

Q.26 "How important is it for the mentor and protege to be of the same commissioning source?" by Rank

Q.27 "How important is it for the mentor and protege to be of the same ethnic group?" by Rank

Q.11 "How important is the mentor relationship to a protege's job satisfaction?" by Mentored and Unmentored Officers

Q.31 "What extent should a mentor assume the role of a teacher?" by Source of Commissioning

Q.31 "What extent should a mentor assume the role of a teacher?" by Mentored and Unmentored Officers

Q.33 "What extent should a mentor assume the role of a helper to the protege in learning the technical aspects of the profession?" by Mentored and Unmentored Officers

Results of the Analysis of Variance

The Analysis of Variance (ANOVA) showed the following items to be statistically significant:

- a. (Q.2) "What was your source of commission?"
- b. (Q.4) "What is your highest completed diploma/degree?"
- c. (Q.17) "How important is the rank of the mentor?"
- d. (Q.27) "How important is it for the mentor and protege to be of the same ethnic group?"
- e. (Q.37) "What extent should the mentor assume the role of providing the protege a better understanding of the administration of an organization?"

Conclusions

The general conclusion of this study was that black senior Army officers perceive that mentoring helps black officers' progression to senior rank and positions within the US Army. Moreover, black senior officers perceive mentoring relationships to be an important factor in their present careers. Therefore the null hypothesis,

"There is no correlation between mentoring and black officers' progression to senior rank and positions within the US Army."

is rejected.

Conclusions related to the four subordinate questions addressed by the research follow. They are

grouped according to the question to which they refer serving as specific study research answers.

1. How are mentoring relationships viewed by senior-level officers?

Based on the research, senior officers perceive mentors to be important contributors to proteges' job satisfaction, ability to maintain technical skills associated with their job, ability to better understand professional affairs, and overall success in the organization. It appears that this attention to junior officers by mentors is to insure that the proteges' realize their full potential and that they are beneficial to the Army. The following comments are direct quotations from senior officers who seem to understand the mentoring phenomenon:

a. "The ability to mentor is a quality not possessed by all. It is not a task that can be directed with guaranteed success. There has to be a desire to serve and an appreciation of the other person. Mentoring for the purpose of promotion should not be the goal, but to give the individual the opportunity 'to be all that he/she can be,' to perform up to their potential. The mentor need not be of the same ethnic group or sex, mine was not. However, he had an interest and concern for me that remains after almost thirty years. He was also available for my sons when they entered the service. I never received a below the zone promotion, but I do believe in myself and have been a mentor to others, by choice."

b. "I have had mentoring relationships with three officers, as their mentor--I have never had a mentor however."

Senior officers view mentoring as more than education and leadership. They support the thesis that mentoring is an informal relationship between professionals, conducted in an atmosphere of mutual trust and respect. Mentoring allows senior officers the opportunity to share experiences, knowledge, and challenges with selected junior officers with the goal of improving the Army through the proteges' growing maturity and the development of their full potential.

2. Are black senior officers' perceptions of mentoring relationships different from the perceptions of white officers?

Results of the research support the conclusion that black and white senior officers' perceptions of mentoring are similar. Significant differences in responses were noted in only three (3) areas. Those areas were:

a. Question #17: This question asked respondents to report their assessment of the importance of the mentor's rank. The data showed that black senior officers perceived the rank of the mentor to be more important than white officers did. Thirty-four percent (34%) of the black senior officers reported that the rank of the mentor was "extremely important," whereas, 16.3% of the

white senior officers reported that the mentor's rank was "extremely important."

b. Question #26: This question asked respondents to report their perceptions of the importance of the mentor's and protege's ethnic group. The data showed that black senior officers perceived that it was more important for the mentor and protege to be of the same ethnic group than did the white senior officers. Thirty-one percent of the black senior officers reported that it was "moderately to extremely important" for the mentor and protege to be of the same ethnic group, whereas, only 11% of the white senior officers reported that this characteristic was "moderately to extremely important."

c. Question #37: This question asked respondents to report their perceptions as to the extent a mentor should assume the role of providing the protege a better understanding of the administration of an organization. The data showed that a higher percentage of black senior officers than white senior officers perceived that a mentor should assume this role. Forty-seven percent of the black senior officers perceived that the mentor should "definitely assume" this role, whereas only 22% of the white senior officers perceived that the mentor should "definitely assume" this role.

3. Do black senior officers report the same number of mentoring relationships as white officers?

Based on the research there was no statistically significant difference between the total number of mentoring relationships reported by black and white senior officers. However, black senior officers did report more mentors than did white senior officers. Over 30% of the black senior officers responding to the survey reported having 4 or more mentors. Among the white senior officers, 17% reported having 4 or more mentors. Therefore, mentoring appears to be just as prevalent among black officers as it is with white officers.

4. Do black senior officers perceive the same amount of career benefit from mentoring relationships as white officers?

Based on the research, black senior officers perceive the same amount of career benefit from mentoring as do white senior officers. While there was no statistically significant difference in the career benefits reported by black and white senior officers, 56% of the white senior officers versus 53% of the black senior officers reported that their mentors influenced their career progression from a "great to very great

extent." However, a higher percentage of black senior officers (59%) than white senior officers (57%) reported having a mentor.

Other general conclusions indicated by the research are summarized as follows:

1. The research reveals that senior Army officers have healthy attitudes towards traditionally classic mentoring. Moreover, they believe that mentoring is a tool that helps improve junior officers' job satisfaction and success in the organization, all for the betterment of the Army.

2. Senior Army officers' perceive that the critical roles of a mentor are that of a role model, counselor, and teacher. The majority of the senior officers perceived the roles of a protector and sponsor as less important. One senior officer wrote:

"I believe one of the most sacred roles of the counselor, mentor, etc, is to keep the officer out of harm's way to the extent that he/she can, and to intervene on the officer's behalf when fundamental fairness is not being properly dispensed by the organization of an individual in the organization.

Protecting the officer during risk taking is important, but not nearly as important as intervening of behalf of the officer when fairness is not being dispensed in accordance with the officer's competence and demonstrated ability."

3. This research shows that senior Army officers' perceptions of mentoring are in concert with those of civilian executives and US Air Force officers, as identified by earlier researchers.

Recommendations

The following recommendations are made on the basis of this study:

1. That the US Army should consider providing instruction as part of its school house curriculums on mentoring. This study suggests that both mentors and proteges benefit from mentoring relationships. Therefore, interaction among course participants and the sharing of ideas will lead to a more universal understanding of how mentoring can address the diverse needs of highly potential Army officers.

2. A replication of this study should be conducted using a much larger population. While there were 144 participants in this study, considering the size and diversity of the US Army, this population was extremely limited. To develop a more comprehensive profile of respondents, and thus a larger representation of the Army, the study should be replicated using:

- a. A much larger sample.
- b. Subjects from a variety of combat and non-combat units in widely varying geographical locations.

c. A stratified random sample based on an Army wide percentage of racial composition.

Recommendations for Future Research

The following recommendations for future research would provide a better understanding of mentoring in the US Army.

1. Extensive study needs to be conducted to determine the characteristics of a protege. What gets a junior officer mentored? Does achievement oriented behavior attract mentors, or keep them at a distance?
2. Research needs to be conducted to see if mentoring causes officers to strive to tie themselves to senior officers who appear to be advancing quickly within the US Army. Is this good for the individual or the Army?
3. Research needs to be conducted to determine on the importance of a mentor to getting selected for senior-level command positions.

It is hoped that these suggestions will encourage additional research into the effects of mentoring on career progression within the US Army. This study indicates that "classical" mentoring is alive and well throughout the Army. Therefore, the more we know about mentoring, the better we can challenge junior officers to develop into all they can be.

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APPENDIX A

Appendix A: The Survey Questionnaire

A SURVEY TO DETERMINE THE PERCEPTIONS OF AIRCRAFT
MAINTENANCE OFFICERS IN REGARDS TO MENTORING

USAF Survey Control Number 96-55

The purpose of this survey is to assess the perceptions of Aircraft Maintenance Officers who have not yet been assigned to their first operational unit in regards to the issue of mentoring in the USAF. Your participation in this survey is voluntary.

Your individual responses will be held in the strictest confidence and WILL NOT be provided to any person or organization. Only those individuals directly involved in this research will have access to your completed questionnaire.

Please use the pencils provided for marking the AFIT DATA COLLECTION FORM.

Instructions will be provided by the survey administrator.

PLEASE STAND BY

SURVEY

***** PLEASE BEGIN BY READING THE FOLLOWING *****

The following are definitions of terms used throughout the questionnaire:

1. MENTORING: A relatively long-term relationship (more than two years) between an older and younger adult where the senior member of the relationship plays a major role in shaping and molding the younger member in his/her professional career.

2. MENTOR: The senior member of the mentoring relationship.

3. PROTEGE: The junior member of the mentoring relationship.

1. At what age did you receive your commission?

- | | |
|---------------|-----------------------------|
| 1. 20 or less | 6. 24 |
| 2. 21 | 7. 25 |
| 3. 22 | 8. 26 |
| 4. XX | 9. 27 (DELETED #4 IN FIELD) |
| 5. 23 | 10. 28 or more |

2. Please indicate the source of your commission.

1. Service academy
2. ROTC
3. OTS

3. What was your undergraduate grade average?

- | | | | |
|-------|-------|-------|----------------|
| 1. A+ | 4. B+ | 7. C+ | 10. D+ or less |
| 2. A | 5. B | 8. C | |
| 3. A- | 6. B- | 9. C- | |

4. What is your sex?

1. Female
2. Male

***** PLEASE CONTINUE *****

5. How would you rate your degree of involvement in extra-curricular activities as an undergraduate student?
1. A great deal above average
 2. Slightly above average
 3. Average
 4. Slightly below average
 5. A great deal below average
6. What was your father's occupation at the time you entered the Air Force?
1. Military officer
 2. Military noncommissioned officer
 3. Corporate manager
 4. Proprietor
 5. White-collar worker
 6. Blue-collar worker
 7. Farmer
 8. Other professional
 9. None of the above
7. How many full-time employers have you had (excluding military)?
1. 0
 2. 1
 3. 2
 4. 3 or more
8. What is your current rank?
1. 2Lt
 2. 1Lt
 3. Capt
 4. Major
9. Please indicate if you have had any prior military service, AND what type.
1. Yes, enlisted
 2. Yes, officer
 3. No

IF YOUR ANSWER TO QUESTION 9 WAS "NO" GO TO QUESTION 11

***** PLEASE CONTINUE *****

10. If you answered YES to question 9, how many years of prior service have you had?

1. Less than 2
2. 2 to 4
3. 5 to 7
4. 8 or more

11. Have you ever had a mentor/protege relationship with a person who took a personal interest in you and helped guide and mold you?

1. Yes
2. No

IF YOUR ANSWER TO QUESTION 11 WAS "NO" GO TO QUESTION 16

12. If your answer to question 11 was "YES," how many mentors did you have?

1. 1
2. 2
3. 3
4. 4 or more

FOR QUESTIONS 13 THRU 15, PLEASE BASE YOUR RESPONSES ON
THE MENTOR WHO HAD THE "MOST" INFLUENCE ON YOUR PROFES-
SIONAL CAREER

13. When did your mentor first exhibit an interest in you?

1. During high school
2. During college
3. Prior to military career
4. During first 5 years of military career
5. During 6-10th years of military career
6. During 11-20th years of military career
7. Other

***** PLEASE CONTINUE *****

14. What position did your mentor hold in relation to you?

1. Teacher
2. Friend
3. Relative
4. Immediate supervisor
5. Wing commander
6. General Officer
7. Other

15. How much influence did your mentor exert over you?

1. Extraordinary influence
2. Substantial influence
3. Moderate influence
4. Little influence
5. No influence

Please indicate your agreement/disagreement with the following two statements.

16. Mentored officers are more likely to be promoted early than unmentored officers.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

17. Mentoring and sponsoring are the same phenomenon in the Air Force.

Note* (Sponsoring, in this case, is not the process of helping someone settle into a new assignment.)

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Not familiar with the term

***** PLEASE CONTINUE *****

18. In terms of obtaining a mentor, I will seek a mentor...

1. Very actively
2. Somewhat actively
3. I will not seek a mentor, but will accept one
4. I will not seek a mentor, nor accept one
5. Undecided

19. What is the highest rank you realistically expect to attain during your Air Force career?

1. Captain
2. Major
3. Lieutenant Colonel
4. Colonel
5. General Officer

Please use the following scale to answer questions 20 - 23

1. Extremely important
2. Moderately important
3. Slightly important
4. Of little importance
5. Not important at all

In your opinion, how important is a protege to a mentor in regards to the MENTOR'S

20. ___ Job Satisfaction
21. ___ Success in the organization
22. ___ Ability to keep up with the technical aspects of the job
23. ___ Ability to obtain accurate and current information

***** PLEASE CONTINUE *****

24. What position would your ideal mentor most likely hold in relation to you?

1. None, I do not desire a mentor
2. Friend
3. Relative
4. Senior noncommissioned officer
5. Immediate supervisor
6. Squadron commander
7. Deputy commander for maintenance
8. Wing commander
9. Other

***** PLEASE CONTINUE *****

CHARACTERISTICS OF THE MENTOR

The following is a list of some characteristics associated with a mentor. Please indicate the importance you place on each characteristic by selecting the answer which best represents your attitude concerning the qualities and characteristics a mentor should possess.

1. Extremely important
 2. Moderately important
 3. Slightly important
 4. Of little importance
 5. Not important at all
-
25. ___ Knowledge of business in general
 26. ___ Knowledge of the Air Force
 27. ___ Knowledge of people
 28. ___ Rank in the organization
 29. ___ Time within the Air Force
 30. ___ Organizational power
 31. ___ Respect from superiors in USAF/DOD
 32. ___ Respect from peers in USAF/DOD
 33. ___ Respect from subordinates in USAF/DOD
 34. ___ Respect of peers outside USAF/DOD
 35. ___ Understanding of people in general
 36. ___ Willingness to share knowledge and understanding
 37. ___ Willingness to counsel subordinates
 38. ___ Same gender as protegee
 39. ___ Same career field as protegee
 40. ___ Same commissioning source as protegee

***** PLEASE CONTINUE *****

ROLES OF THE MENTOR

The following is a list of some of the roles a mentor can play in his relationship with a protege. Please indicate the extent to which you think a mentor should assume each of the roles listed below.

1. Definitely should assume this role
2. Probably should assume this role
3. Undecided
4. Probably should NOT assume this role
5. Definitely should NOT assume this role

41. ____ Counselor
42. ____ Role model
43. ____ Motivator
44. ____ Teacher
45. ____ Sponsor
46. ____ Being available to provide advice
47. ____ Provider of support for protege's ideas/plans
48. ____ Protector (to provide a buffer for the protege's risk taking)
49. ____ Provider of open lines of communication to/from the protege
50. ____ Guide to the "unwritten rules" of the organization

***** PLEASE CONTINUE *****

CHARACTERISTICS ASSOCIATED WITH A SUCCESSFUL CAREER

The following is a list of some of the characteristics associated with success in one's military career. Please indicate your perceptions of how important each characteristic will be in your career and the careers of other officers by selecting the answer which best represents your views.

1. Extremely important
2. Moderately important
3. Slightly important
4. Of little importance
5. Not important at all

SELF	OTHERS
51. __	66. __ Schools attended (colleges)
52. __	67. __ Education level
53. __	68. __ Grades achieved
54. __	69. __ Energy level
55. __	70. __ Functional background
56. __	71. __ Motivation
57. __	72. __ Luck
58. __	73. __ A mentor
59. __	74. __ Family background
60. __	75. __ Ability to make decisions
61. __	76. __ Ability to complete assignments
62. __	77. __ Ability to motivate others
63. __	78. __ Ability to lead others
64. __	79. __ Willingness to work long hours
65. __	80. __ Professional courses (including PME)

***** SEE NEXT PAGE*****

APPENDIX B

Survey Approval Authority: Soldier Support Center-NCR
Survey Control No: ATNC-AO-89-08

Senior Officers' Perceptions of Mentoring Survey

Command and General Staff College
Master of Military Art and Science Program

Fort Leavenworth, Kansas 66027-6900

Telephone: AV 552-3320
Commercial (913) 684-3320

POC: MAJ E. James Mason
Dr. Ernest G. Lowden

January 1989

INSTRUCTIONS

1. Use the enclosed mark sense form (CGIC Form 953, 1 Apr 86) to indicate your responses.
2. Use only a No. 2 pencil and completely blacken each oval that contains the letter you select as an answer. If you change an answer, be sure to erase completely.
3. Select only one response to each question. Be sure to answer all questions.
4. All information provided will be kept confidential. Results will only be presented in summary form. The last four digits of your social security number are required only to assign each survey participant a case number in the computer file. (Please note and read Privacy Act statement on the form.)

(GO TO NEXT PAGE)

BACKGROUND INFORMATION

Block 1 (Serial Number): Write the last four digits of your Social Security Number in the vertical row of empty boxes in block #1. Fill in the corresponding ovals to the right of each digit.

Block 2 (Branch): In the empty boxes provided write the appropriate two-letter abbreviation for your basic branch using the top box for the first letter and the bottom box for the second letter. The following example shows correct encoding for Military Intelligence Corps:

2 BRANCH																	
M	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
I	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○

Branches and Two-Letter Abbreviations

Air Defense Artillery - AD	Corps of Engineers - EN	Medical Service - MS
Adjutant General - AG	Field Artillery - FA	Ordnance - OD
Army Nurse - AN	Finance - FI	Quartermaster - QM
Armor - AR	Infantry - IH	Signal - SC
Aviation - AV	Judge Advocate General - JA	Army Med Spec - SP
Chaplain - CE	Medical Corps - MC	Transportation - TC
Chemical - CX	Military Intelligence - MI	Veterinary Corps - VC
Dental Corps - DC	Military Police - MP	Civilian - CV
		General Officer/ other Svc - NO

Block 3 (Rank): Fill in the oval below your rank.

Block 4 through 9B: Leave Blank.

(GO TO NEXT PAGE)

SURVEY

***** PLEASE ANSWER THE FOLLOWING QUESTIONS *****

The following are definitions of terms that are to be used throughout the questionnaire:

MENTORING: An informal relationship in which a person of greater rank and expertise teaches, counsels, guides, develops and takes a personal interest in the professional career of a younger adult.

MENTOR: A loyal trusted advisor and teacher, usually older and more experienced than the individual under the mentor's tutelage (protege), who takes a personal interest in the protege's career and provides help and guidance to the protege.

PROTEGE: A person under the patronage or care of someone influential who can further their career (The Random House College Dictionary 1063).

1. When did you receive your commission?

- a. Before 1960
- b. Between 1960-1965
- c. Between 1966-1970
- d. After 1970

2. What was your source of commission?

- a. United States Military Academy (USMA)
- b. Reserve Officers Training Corps (ROTC)
- c. ROTC (Historically Black College {HBC})
- d. Officers' Candidate School (OCS)
- e. Other

3. What is your gender?

- a. Female
- b. Male

(GO TO PAGE 2)

4. What is your highest completed diploma/degree?

- a. Baccalaureate
- b. Masters
- c. Ph.D./Ed.D.
- d. Professional

5. As defined above, have you ever had a mentoring relationship?

- a. Yes
- b. No

IF YOUR ANSWER TO QUESTION 5 WAS "NO" GO TO QUESTION 10

6. If your answer to question 5 was "YES," how many mentors (in your career) have you had?

- a. 1
- b. 2
- c. 3
- d. 4 or more

FOR QUESTIONS 7 and 8, PLEASE BASE YOUR RESPONSES ON THE MENTOR WHO HAD THE "MOST" INFLUENCE ON YOUR PROFESSIONAL CAREER

7. At what point in your military career did your mentor first exhibit an interest in you?

- a. Prior to military career (college)
- b. 5 years or less in the military
- c. 6-10 years in the military
- d. 11-19 years in the military
- e. 20 or more years in the military
- f. Other

8. To what extent did your mentor influence your career progression in the military?

- a. Very great extent
- b. Great extent
- c. Moderate extent
- d. Little extent

(GO TO PAGE 3)

9. An officer with a mentor is more likely to be promoted "below the zone" than an officer without a mentor?

- a. Very great extent
- b. Great extent
- c. Moderate extent
- d. Little extent

10. When commissioned, what was the highest rank did you expect to attain by the end of your Army career?

- a. Major
- b. Lieutenant Colonel
- c. Colonel
- d. General Officer

Use the scale below to assess the importance of the mentor relationship to a protege.

- a. Extremely important
- b. Moderately important
- c. Slightly important
- d. A little important
- e. Not at all important

- | | | | | | |
|--|---|---|---|---|---|
| 11. ___ Job satisfaction | A | B | C | D | E |
| 12. ___ Success in the organization | A | B | C | D | E |
| 13. ___ Ability to keep up with the technical aspects of the job | A | B | C | D | E |
| 14. ___ Ability to obtain accurate and current information on professional affairs | A | B | C | D | E |

(GO TO PAGE 4)

CHARACTERISTICS OF THE MENTOR

Use the scale below to assess the importance of the
qualities and characteristics of a mentor.

- a. Extremely important
- b. Moderately important
- c. A little important
- d. Not at all important

- | | | | | | |
|----------|---|---|---|---|---|
| 15. ____ | Knowledge of the Army | A | B | C | D |
| 16. ____ | Knowledge of people in the
organization | A | B | C | D |
| 17. ____ | Rank | A | B | C | D |
| 18. ____ | Time in the Army | A | B | C | D |
| 19. ____ | Respect from superiors | A | B | C | D |
| 20. ____ | Respect from peers | A | B | C | D |
| 21. ____ | Respect from subordinates | A | B | C | D |
| 22. ____ | Respect from peers outside the
Army/DOD | A | B | C | D |
| 23. ____ | Willingness to share knowledge and
understanding | A | B | C | D |
| 24. ____ | Same gender as protege | A | B | C | D |
| 25. ____ | Same career field as protege | A | B | C | D |
| 26. ____ | Same commissioning source as protege | A | B | C | D |
| 27. ____ | Same ethnic group as protege | A | B | C | D |

(GO TO PAGE 5)

ROLES OF THE MENTOR

The following is a list of some of the roles a mentor can play in the relationship with a protege. Please indicate the extent to which you think a mentor should assume each of the roles listed below.

- a. Definitely should assume this role
- b. Probably should assume this role
- c. Undecided
- d. Probably should NOT assume this role
- e. Definitely should NOT assume this role

- | | | | | | | |
|----------|---|---|---|---|---|---|
| 28. ____ | Counselor | A | B | C | D | E |
| 29. ____ | Role model | A | B | C | D | E |
| 30. ____ | Help protege gain confidence in own abilities | A | B | C | D | E |
| 31. ____ | Teacher | A | B | C | D | E |
| 32. ____ | Sponsor | A | B | C | D | E |
| 33. ____ | Help protege learn the technical aspects of profession | A | B | C | D | E |
| 34. ____ | Listen to protege's ideas | A | B | C | D | E |
| 35. ____ | Encourages protege's creativity | A | B | C | D | E |
| 36. ____ | Protector (to provide a buffer for the protege's risk taking) | A | B | C | D | E |
| 37. ____ | Provide the protege a better understanding of the administration of an organization | A | B | C | D | E |

YOU HAVE COMPLETED THE QUESTIONNAIRE!

THANK YOU FOR YOUR PARTICIPATION!

Send CGSC Form 953 (Mark Sense Form) back in the envelope provided.

PLEASE DO NOT FOLD THE FORM
(LAST PAGE)

APPENDIX C



DEPARTMENT OF THE ARMY
U.S. ARMY COMMAND AND GENERAL STAFF COLLEGE
FORT LEAVENWORTH, KANSAS 66027-8900

January 8, 1989

REPLY TO
ATTENTION OF

Center for Army Leadership

Dear Senior Officer:

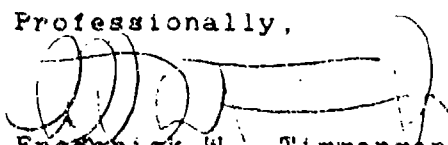
Attached is a student-developed survey for use in the Command and General Staff College Masters of Military Arts and Science (MMAS) Program. The purpose of the survey is to determine the perceptions of senior-level officers of the importance of mentoring relationships in career progression in the United States Army. The completed assessment will compare your perceptions with those of other senior officers. This data will determine if mentoring, in the "traditional" sense, is perceived to be an important factor in the career progression of senior officers.

This is an opportunity for you to express your opinions as a senior officer, regarding mentoring and its impact on career progression. The data obtained from this survey will not be attributed to you personally. All data reported as a result of this survey will be presented in summary form. Your input is vital to the study.

Please complete the survey and return it in the enclosed self-addressed envelope no later than February 10, 1989.

Thank you for your support.

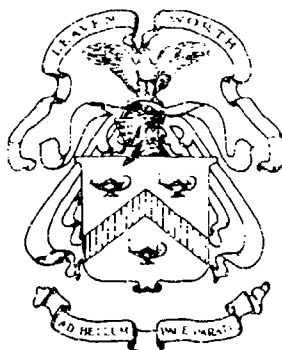
Professionally,


Frederick W. Timmerman, Jr.
Colonel, Armor
Director

Attachments

APPENDIX D

SURVEY RESPONSE FORM



SUPERVISOR

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	5
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DISCLOSURE AND EFFECT: Participation in this survey is strictly **VOLUNTARY**. Respondents are encouraged to provide complete and accurate information, but are not required to answer any questions or provide information. Information included in the questionnaire will be used only for research purposes. Answers will be held in strict confidence and no personal attribution may be requested of data submitted. Individual responses may not be used.

2 BRANCH

A	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	C	D	E	F	G	H	I	M	N	O	P	R	S	U	V	W	X	Y	Z					

[illegible]

4 COMPONENT

5. ACTIVE DUTY?

YES	NO
<input type="radio"/>	<input type="radio"/>

6 ECHELON OF ASSIGNMENT			
JCS	<input type="radio"/>	CORPS	<input type="radio"/> MACOM <input type="radio"/>
JOINT	<input type="radio"/>	D.V	<input type="radio"/> CONUSA <input type="radio"/>
COMBINED	<input type="radio"/>	BDE	<input type="radio"/> STARC <input type="radio"/>
HQDA	<input type="radio"/>	REGT	<input type="radio"/> MLSARC <input type="radio"/>
SCH/CTR	<input type="radio"/>	BN	<input type="radio"/> NSTL <input type="radio"/>

7 CAS3 DATA

	YES	NO
7A DID YOU ATTEND?	<input type="radio"/>	<input type="radio"/>

7B CLASS NUMBER

() ()
() () () () () () () () () ()
() ()
() () () () () () () () () ()

	7C. GRADUATION DATE									
SY	()	()								
RE	()	()	()	()	()	()	()	()	()	()
MA	()	F	M	A	M	()				
NO	()	A	G	S	N	()				

8 CGSOC DATA

8A DID YOU ATTEND? ☐ YES ☐ NO

88 GRADUATION YEAR

3. PCC DATA

YES NO

RECEIVED: JANUARY 10, 1985

1992

$$i^* = i_0 + \frac{1}{2} \frac{1}{\sqrt{2\pi}} \frac{1}{\sqrt{1 - \frac{1}{2} \frac{1}{\sqrt{2\pi}}}}$$

100

1. *Journal of the American Medical Association*, 1997; 278: 1039-1044.

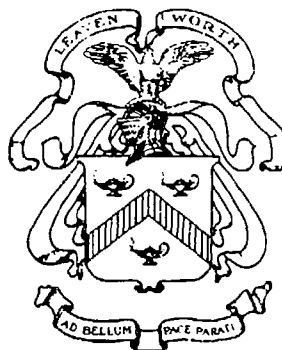
SURVEY RESPONSES

1	A	B	C	D	E	41	B	C	D	E
2	A	B	C	D	E	42	B	C	D	E
3	A	B	C	D	E	43	B	C	D	E
4	A	B	C	D	E	44	B	C	D	E
5	A	B	C	D	E	45	B	C	D	E
6	A	B	C	D	E	46	A	B	C	D
7	A	B	C	D	E	47	A	B	C	D
8	A	B	C	D	E	48	A	B	C	D
9	A	B	C	D	E	49	B	C	D	E
10	A	B	C	D	E	50	B	C	D	E
11	A	B	C	D	E	51	A	B	C	D
12	A	B	C	D	E	52	B	C	D	E
13	A	B	C	D	E	53	A	B	C	D
14	A	B	C	D	E	54	B	C	D	E
15	A	B	C	D	E	55	A	B	C	D
16	A	B	C	D	E	56	A	B	C	D
17	A	B	C	D	E	57	A	B	C	D
18	A	B	C	D	E	58	A	B	C	D
19	A	B	C	D	E	59	A	B	C	D
20	A	B	C	D	E	60	A	B	C	D
21	A	B	C	D	E	61	A	B	C	D
22	A	B	C	D	E	62	A	B	C	D
23	A	B	C	D	E	63	A	B	C	D
24	A	B	C	D	E	64	A	B	C	D
25	A	B	C	D	E	65	A	B	C	D
26	A	B	C	D	E	66	A	B	C	D
27	A	B	C	D	E	67	A	B	C	D
28	A	B	C	D	E	68	A	B	C	D
29	A	B	C	D	E	69	A	B	C	D
30	A	B	C	D	E	70	A	B	C	D
31	A	B	C	D	E	71	A	B	C	D
32	A	B	C	D	E	72	A	B	C	D
33	A	B	C	D	E	73	A	B	C	D
34	A	B	C	D	E	74	A	B	C	D
35	A	B	C	D	E	75	A	B	C	D

APPENDIX E

HQ, U.S. ARMY
COMMAND AND GENERAL STAFF COLLEGE
FORT LEAVENWORTH, KANSAS

SURVEY RESPONSE FORM



1. SERIAL NUMBER GRADUATE									
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0

DATA REQUIRED BY THE PRIVACY ACT OF 1974

AUTHORITY Title 5, 10 US Code Section 3012

PURPOSE To obtain attitudes and opinions from personnel responding to CGSC external evaluation surveys

ROUTINE USE The portion of the SSN provided will be used to compare data between selected respondent interview and survey answers. Demographic information provided will be used to categorize attitudinal responses which are solicited to obtain respondent attitudes about the effectiveness of CGSC instruction and doctrinal products

DISCLOSURE AND EFFECT Participation in this survey is strictly VOLUNTARY. Respondents are encouraged to provide complete and accurate information but are not required to answer any questions considered objectionable. Identifying data included in the questionnaire will be used only for statistical purposes. Answers will be held in strict confidence without personal attribution. If all requested data is not provided, the individual responses may not be used.

SURVEY RESPONSES

2. BRANCH									
A	B	C	D	E	F	G	H	I	J
K	L	M	N	O	P	Q	R	S	T

3. RANK					
PLAS	COL	LTC	MAJ	CPT	NCQ
CIV					

4. COMPONENT			
RA	USAR	ARNG	CIV

5. ACTIVE DUTY?	
YES	NO

6. ECHELON OF ASSIGNMENT			
JCS		CORPS	
JOINT		DIV	
COMBINED		BDE	
HQDA		REGT	
SCH/CTR		BN	
		MACOM	
		CONUSA	
		STARC	
		MUSARC	
		INSTLL	

1	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	41	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
2	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	42	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
3	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	43	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
4	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	44	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
5	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	45	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
6	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	46	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
7	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	47	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
8	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	48	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
9	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	49	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
10	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	50	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
11	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	51	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
12	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	52	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
13	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	53	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
14	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	54	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
15	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	55	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
16	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	56	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
17	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	57	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
18	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	58	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
19	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	59	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
20	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	60	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
21	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	61	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
22	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	62	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
23	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	63	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
24	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	64	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
25	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	65	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
26	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	66	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
27	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	67	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
28	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	68	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
29	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	69	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
30	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	70	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
31	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	71	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
32	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	72	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
33	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	73	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
34	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	74	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
35	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	75	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
36	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	76	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
37	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	77	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
38	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	78	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
39	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	79	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
40	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	80	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T

7. CAS3 DATA

7A. DID YOU ATTEND?

7B. CLASS NUMBER									
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0

7C. GRADUATION DATE									
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0

8. CGSOC DATA

8A. DID YOU ATTEND?

8B. GRADUATION YEAR									
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0

9. PCC DATA

9A. DID YOU ATTEND?

9B. GRADUATION DATE									
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0

APPENDIX F

APPENDIX F

Summary of Black Senior Officers' Responses

1. When did you receive your commission?
 - a. Before 1960 23.8%
 - b. Between 1960-1965 57.8
 - c. Between 1966-1970 17.2
 - d. After 1970 1.6
2. What was your source of commission?
 - a. United States Military Academy (USMA) 0.0
 - b. Reserve Officers Training Corps (ROTC) 39.1
 - c. ROTC (Historically Black College {HBC}) 46.9
 - d. Officers' Candidate School (OCS) 9.4
 - e. Other 4.7
3. What is your gender?
 - a. Female 6.3
 - b. Male 93.7
4. What is your highest completed diploma/degree?
 - a. Baccalaureate 6.3
 - b. Masters 89.1
 - c. Ph.D./Ed.D. 1.6
 - d. Professional 3.1
5. As defined above, have you ever had a mentoring relationship?
 - a. Yes 59.4
 - b. No 40.6

IF YOUR ANSWER TO QUESTION 5 WAS "NO" GO TO QUESTION 10

N= 64

6. If your answer to question 5 was "YES," how many mentors (in your career) have you had?
 - a. 1 23.7
 - b. 2 23.7
 - c. 3 21.1
 - d. 4 or more 31.6

FOR QUESTIONS 7 and 8, PLEASE BASE YOUR RESPONSES ON THE MENTOR WHO HAD THE "MOST" INFLUENCE ON YOUR PROFESSIONAL CAREER

7. At what point in your military career did your mentor first exhibit an interest in you?

- | | |
|---------------------------------------|------|
| a. Prior to military career (college) | 7.93 |
| b. 5 years or less in the military | 34.2 |
| c. 6-10 years in the military | 15.8 |
| d. 11-19 years in the military | 42.1 |
| e. 20 or more years in the military | |
| f. Other | |

8. To what extent did your mentor influence your career progression in the military?

- | | |
|----------------------|------|
| a. Very great extent | 21.1 |
| b. Great extent | 31.6 |
| c. Moderate extent | 39.5 |
| d. Little extent | 7.9 |

9. An officer with a mentor is more likely to be promoted "below the zone" than an officer without a mentor?

- | | |
|----------------------|------|
| a. Very great extent | 13.2 |
| b. Great extent | 31.6 |
| c. Moderate extent | 28.9 |
| d. Little extent | 26.3 |

N= 38

10. When commissioned, what was the highest rank did you expect to attain by the end of your Army career?

- | | |
|-----------------------|------|
| a. Major | 19.4 |
| b. Lieutenant Colonel | 38.7 |
| c. Colonel | 35.5 |
| d. General Officer | 6.5 |

Use the scale below to assess the importance of the mentor relationship to a protege.

- a. Extremely important
- b. Moderately important
- c. Slightly important
- d. A little important
- e. Not at all important

	A	B	C	D	E
11. ___ Job satisfaction	21.9%	31.3%	25.0%	10.9%	10.9%
12. ___ Success in the organization	34.4	37.5	17.2	4.7	6.3
13. ___ Ability to keep up with the technical aspects of the job	14.1	26.6	34.4	10.9	14.1
14. ___ Ability to obtain accurate and current information on professional affairs	39.1	31.3	12.5	9.4	7.8

CHARACTERISTICS OF THE MENTOR

Use the scale below to assess the importance of the qualities and characteristics of a mentor.

- a. Extremely important
- b. Moderately important
- c. A little important
- d. Not at all important

	A	B	C	D	*M\S
15. ___ Knowledge of the Army	73.4	21.9	4.7		
16. ___ Knowledge of people in the organization	57.8	28.1	10.9	1.6	1.6
17. ___ Rank	34.4	40.6	21.9	1.6	1.6
18. ___ Time in the Army	25.0	62.5	10.9	1.6	
19. ___ Respect from superiors	70.3	17.2	10.9	1.6	
20. ___ Respect from peers	59.4	26.6	9.4	4.7	

* M\S = Missing Observations

		A	B	C	D	*M\S
21.	___ Respect from subordinates	53.1%	32.8%	12.5%	1.6%	
22.	___ Respect from peers outside the Army/DOD	17.2	40.6	20.3	20.3	1.6
23.	___ Willingness to share knowledge and understanding	78.1	18.8	3.1		
24.	___ Same gender as protege	7.8	35.9	26.6	28.1	1.6
25.	___ Same career field as protege	18.8	46.9	26.6	6.3	1.6
26.	___ Same commissioning source as protege	3.1	18.8	12.5	62.5	3.1
27.	___ Same ethnic group as protege	7.8	23.4	18.8	46.9	3.1

* M\S = Missing Observations

ROLES OF THE MENTOR

The following is a list of some of the roles a mentor can play in the relationship with a protege. Please indicate the extent to which you think a mentor should assume each of the roles listed below.

- Definitely should assume this role
- Probably should assume this role
- Undecided
- Probably should NOT assume this role
- Definitely should NOT assume this role

		A	B	C	D	E
28.	___ Counselor	73.4	20.3	3.1	1.6	1.6
29.	___ Role model	81.3	15.6	1.6	1.6	
30.	___ Help protege gain confidence in own abilities	71.9	25.0	3.1		
31.	___ Teacher	65.6	28.1	4.7	1.6	
32.	___ Sponsor	31.3	34.4	18.8	14.1	1.6

		A	B	C	D	E
33.	Help protege learn the technical aspects of profession	29.7%	39.1%	14.1%	14.6%	1.6%
34.	Listen to protege's ideas	65.6	28.1	6.3		
35.	Encourages protege's creativity	65.6	23.4	4.7	6.3	
36.	Protector (to provide a buffer for the protege's risk taking)	17.2	31.3	9.4	29.7	12.5
37.	Provide the protege a better understanding of the administration of an organization	46.9	39.1	6.3	4.7	3.1

N=64

APPENDIX G

APPENDIX G

Summary of White Senior Officers' Responses

1. When did you receive your commission?
 - a. Before 1960 2.5%
 - b. Between 1960-1965 46.2
 - c. Between 1966-1970 50.0
 - d. After 1970 1.3
2. What was your source of commission?
 - a. United States Military Academy (USMA) 21.3
 - b. Reserve Officers Training Corps (ROTC) 53.8
 - c. ROTC (Historically Black College {HBC}) 00.0
 - d. Officers' Candidate School (OCS) 23.8
 - e. Other 1.3
3. What is your gender?
 - a. Female 3.7
 - b. Male 96.2
4. What is your highest completed diploma/degree?
 - a. Baccalaureate 18.7
 - b. Masters 76.3
 - c. Ph.D./Ed.D. 5.0
 - d. Professional 00.0
5. As defined above, have you ever had a mentoring relationship?
 - a. Yes 57.0
 - b. No 43.0

IF YOUR ANSWER TO QUESTION 5 WAS "NO" GO TO QUESTION 10

N= 80

6. If your answer to question 5 was "YES," how many mentors (in your career) have you had?
 - a. 1 26.1
 - b. 2 34.8
 - c. 3 21.7
 - d. 4 or more 17.4

FOR QUESTIONS 7 and 8, PLEASE BASE YOUR RESPONSES ON THE MENTOR WHO HAD THE "MOST" INFLUENCE ON YOUR PROFESSIONAL CAREER

7. At what point in your military career did your mentor first exhibit an interest in you?

- | | |
|---------------------------------------|------|
| a. Prior to military career (college) | 4.3% |
| b. 5 years or less in the military | 21.7 |
| c. 6-10 years in the military | 23.9 |
| d. 11-19 years in the military | 47.8 |
| e. 20 or more years in the military | 2.2 |
| f. Other | |

8. To what extent did your mentor influence your career progression in the military?

- | | |
|----------------------|------|
| a. Very great extent | 4.3 |
| b. Great extent | 52.2 |
| c. Moderate extent | 34.8 |
| d. Little extent | 8.7 |

9. An officer with a mentor is more likely to be promoted "below the zone" than an officer without a mentor?

- | | |
|----------------------|------|
| a. Very great extent | 2.3 |
| b. Great extent | 20.5 |
| c. Moderate extent | 50.0 |
| d. Little extent | 27.3 |

N= 46

10. When commissioned, what was the highest rank did you expect to attain by the end of your Army career?

- | | |
|-----------------------|------|
| a. Major | 6.3 |
| b. Lieutenant Colonel | 32.9 |
| c. Colonel | 46.8 |
| d. General Officer | 12.7 |
| MISSING | 1.3 |

Use the scale below to assess the importance of the mentor relationship to a protege.

- a. Extremely important
- b. Moderately important
- c. Slightly important
- d. A little important
- e. Not at all important

	A	B	C	D	E
11. ___ Job satisfaction	26.6%	40.5%	21.5%	6.3%	5.1%
12. ___ Success in the organization	30.4	43.0	17.7	5.1	3.8
13. ___ Ability to keep up with the technical aspects of the job	5.1	34.2	25.3	21.5	13.9
14. ___ Ability to obtain accurate and current information on professional affairs	24.1	40.5	20.3	8.9	6.3

CHARACTERISTICS OF THE MENTOR

Use the scale below to assess the importance of the qualities and characteristics of a mentor.

- a. Extremely important
- b. Moderately important
- c. A little important
- d. Not at all important

	A	B	C	D	*M\S
15. ___ Knowledge of the Army	65.0	30.4	3.7	0.00	1.3
16. ___ Knowledge of people in the organization	41.3	43.8	12.5	1.3	1.3
17. ___ Rank	16.3	61.2	13.8	7.5	1.3
18. ___ Time in the Army	13.8	71.2	10.0	3.7	1.3
19. ___ Respect from superiors	53.8	35.0	7.5	2.5	1.3
20. ___ Respect from peers	52.2	36.2	7.5	2.5	1.3

* M\S = Missing Observations

		A	B	C	D	*M\S
21.	___ Respect from subordinates	52.5%	32.5%	12.5%	1.3%	1.3%
22.	___ Respect from peers outside the Army/DOD	13.8	28.8	31.3	22.5	1.3
23.	___ Willingness to share knowledge and understanding	81.3	13.8	3.7		1.3
24.	___ Same gender as protege	17.5	21.3	31.3	27.5	2.5
25.	___ Same career field as protege	18.8	38.7	32.5	8.8	1.3
26.	___ Same commissioning source as protege	1.3	5.0	20.0	71.2	2.5
27.	___ Same ethnic group as protege	2.5	8.8	28.8	58.7	1.3

* M\S = Missing Observations

ROLES OF THE MENTOR

The following is a list of some of the roles a mentor can play in the relationship with a protege. Please indicate the extent to which you think a mentor should assume each of the roles listed below.

- a. Definitely should assume this role
- b. Probably should assume this role
- c. Undecided
- d. Probably should NOT assume this role
- e. Definitely should NOT assume this role

		A	B	C	D	E
28.	___ Counselor	78.5	20.3	1.3		
29.	___ Role model	78.5	19.0	2.5		
30.	___ Help protege gain confidence in own abilities	55.7	36.7	7.6		
31.	___ Teacher	67.1	31.6	1.3		
32.	___ Sponsor	22.8	36.7	25.3	11.4	3.8

		A	B	C	D	E
33.	— Help protege learn the technical aspects of profession	17.7%	50.6%	20.3%	10.1%	1.3%
34.	— Listen to protege's ideas	57.0	39.2	2.5	1.3	
35.	— Encourages protege's creativity	60.8	34.2	3.8	1.3	
36.	— Protector (to provide a buffer for the protege's risk taking)	21.5	31.6	21.5	16.5	8.9
37.	— Provide the protege a better understanding of the administration of an organization	21.8	60.3	10.3	6.4	1.3

N=80

APPENDIX H

APPENDIX H

Summary of Participants' Combined Responses

1. When did you receive your commission?
 - a. Before 1960 11.9%
 - b. Between 1960-1965 51.7
 - c. Between 1966-1970 35.7
 - d. After 1970 .7
2. What was your source of commission?
 - a. United States Military Academy (USMA) 11.8
 - b. Reserve Officers Training Corps (ROTC) 47.2
 - c. ROTC (Historically Black College {HBC}) 20.8
 - d. Officers' Candidate School (OCS) 17.4
 - e. Other 2.8
3. What is your gender?
 - a. Female 4.9
 - b. Male 95.1
4. What is your highest completed diploma/degree?
 - a. Baccalaureate 13.2
 - b. Masters 81.9
 - c. Ph.D./Ed.D. 3.5
 - d. Professional 1.4
5. As defined above, have you ever had a mentoring relationship?
 - a. Yes 58.0
 - b. No 42.0

IF YOUR ANSWER TO QUESTION 5 WAS "NO" GO TO QUESTION 10

N= 144

6. If your answer to question 5 was "YES," how many mentors (in your career) have you had?
 - a. 1 25.0
 - b. 2 29.8
 - c. 3 21.4
 - d. 4 or more 23.8

FOR QUESTIONS 7 and 8, PLEASE BASE YOUR RESPONSES ON THE MENTOR WHO HAD THE "MOST" INFLUENCE ON YOUR PROFESSIONAL CAREER

7. At what point in your military career did your mentor first exhibit an interest in you?

- | | |
|---------------------------------------|------|
| a. Prior to military career (college) | 6.0% |
| b. 5 years or less in the military | 27.4 |
| c. 6-10 years in the military | 20.2 |
| d. 11-19 years in the military | 45.2 |
| e. 20 or more years in the military | 1.2 |
| f. Other | |

8. To what extent did your mentor influence your career progression in the military?

- | | |
|----------------------|------|
| a. Very great extent | 11.9 |
| b. Great extent | 42.9 |
| c. Moderate extent | 36.9 |
| d. Little extent | 8.3 |

9. An officer with a mentor is more likely to be promoted "below the zone" than an officer without a mentor?

- | | |
|----------------------|------|
| a. Very great extent | 7.3 |
| b. Great extent | 25.6 |
| c. Moderate extent | 40.2 |
| d. Little extent | 26.8 |

N= 84

10. When commissioned, what was the highest rank did you expect to attain by the end of your Army career?

- | | |
|-----------------------|------|
| a. Major | 12.1 |
| b. Lieutenant Colonel | 35.5 |
| c. Colonel | 41.8 |
| d. General Officer | 9.9 |
| MISSING | .7 |

Use the scale below to assess the importance of the mentor relationship to a protege.

- a. Extremely important
- b. Moderately important
- c. Slightly important
- d. A little important
- e. Not at all important

		A	B	C	D	E
11.	___ Job satisfaction	24.3%	36.4%	23.1%	8.4%	7.7%
12.	___ Success in the organization	32.2	40.3	17.4	4.9	4.9
13.	___ Ability to keep up with the technical aspects of the job	9.1	30.8	29.4	16.8	14.0
14.	___ Ability to obtain accurate and current information on professional affairs	30.8	36.4	16.8	9.1	7.0

CHARACTERISTICS OF THE MENTOR

Use the scale below to assess the importance of the qualities and characteristics of a mentor.

- a. Extremely important
- b. Moderately important
- c. A little important
- d. Not at all important

		A	B	C	D	*M\S
15.	___ Knowledge of the Army	68.8	26.4	4.2	0.00	.7
16.	___ Knowledge of people in the organization	48.6	36.8	11.8	1.4	.7
17.	___ Rank	24.3	52.1	17.4	4.9	.7
18.	___ Time in the Army	18.3	67.4	10.4	2.8	.7
19.	___ Respect from superiors	61.1	27.1	9.0	2.1	.7
20.	___ Respect from peers	55.6	31.9	8.3	3.5	.7

* M\S = Missing Observations

		A	B	C	D	*M\S
21.	___ Respect from subordinates	52.8%	32.6%	12.5%	1.4%	.7%
22.	___ Respect from peers outside the Army/DOD	15.4	34.3	26.6	21.7	2.1
23.	___ Willingness to share knowledge and understanding	79.9	16.0	3.5		.7
24.	___ Same gender as protege	13.2	27.8	29.1	27.8	2.1
25.	___ Same career field as protege	18.9	42.7	30.1	7.7	.7
26.	___ Same commissioning source as protege	2.1	11.1	16.8	67.8	2.2
27.	___ Same ethnic group as protege	4.9	15.4	24.5	53.8	1.4

* M\S = Missing Observations

ROLES OF THE MENTOR

The following is a list of some of the roles a mentor can play in the relationship with a protege. Please indicate the extent to which you think a mentor should assume each of the roles listed below.

- Definitely should assume this role
- Probably should assume this role
- Undecided
- Probably should NOT assume this role
- Definitely should NOT assume this role

		A	B	C	D	E
28.	___ Counselor	76.2	20.3	2.1	.7	.7
29.	___ Role model	79.7	17.5	1.4	.7	.7
30.	___ Help protege gain confidence in own abilities	62.9	31.5	5.6		
31.	___ Teacher	66.4	30.1	2.1	1.4	
32.	___ Sponsor	26.6	35.7	22.4	12.6	2.8

		A	B	C	D	E
33.	— Help protege learn the technical aspects of profession	23.1%	45.5%	17.5%	12.6%	1.4%
34.	— Listen to protege's ideas	60.8	34.3	4.2	.7	
35.	— Encourages protege's creativity	62.9	29.4	4.2	3.5	
36.	— Protector (to provide a buffer for the protege's risk taking)	19.6	31.5	16.1	22.4	10.5
37.	— Provide the protege a better understanding of the administration of an organization	33.1	50.7	8.5	5.6	2.1

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APPENDIX I

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2. Defense Technical Information Center
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Department of Academic Operations
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Fort Leavenworth, KS 66027-6900
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Fort Leavenworth, KS 66027-6900
5. Colonel Frederick W. Timmerman, Jr.
Director, Center for Army Leadership
USACGSC
Fort Leavenworth, KS 66027-6900
6. USA Soldier Support Center
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